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Survey

of

MILWAUKEE COUNTRY DAY SENIOR SCHOOL

by

Hilton C. Buley

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PART I.

ORGANIZATION AND ADMINISTRATION

The Milwaukee Country Day School is a non-profit sharing corporation created in 1916 for the purpose of maintaining an elementary school and kindergarten known as the Junior School, including Forms one through six, and a secondary school, known as the Senior School, including Forms seven through twelve. The school opened in September, 1917. The Junior School was located at 398 Prospect Avenue, Milwaukee, and the Senior School was located at Fox Point which is about seven miles from Milwaukee.

In 1931 a new Junior School building was constructed on the Senior School campus at Fox Point. At this time the Seventh Form from the Senior School was moved into the new Junior School. (This report will be concerned only with the Senior School.) The Senior School is supported by tuition as follows:

Tuition	$ 400.00
Luncheons............................	100.00
Boarding Department including tuition, board, and lodging	1200.00

The school has an Endowment Fund of approximately $165,000.00.

The administrative body controlling the school is a Board of Directors, consisting of eleven members, chosen annually by the stockholders. The members of the Board hold office for three years, and three members are chosen each year. In addition to the Board of Directors, there is a Mothers' Association, consisting of the mothers of the children

who attend the school, and the president of the association is an ex officio member of the Board of Directors.

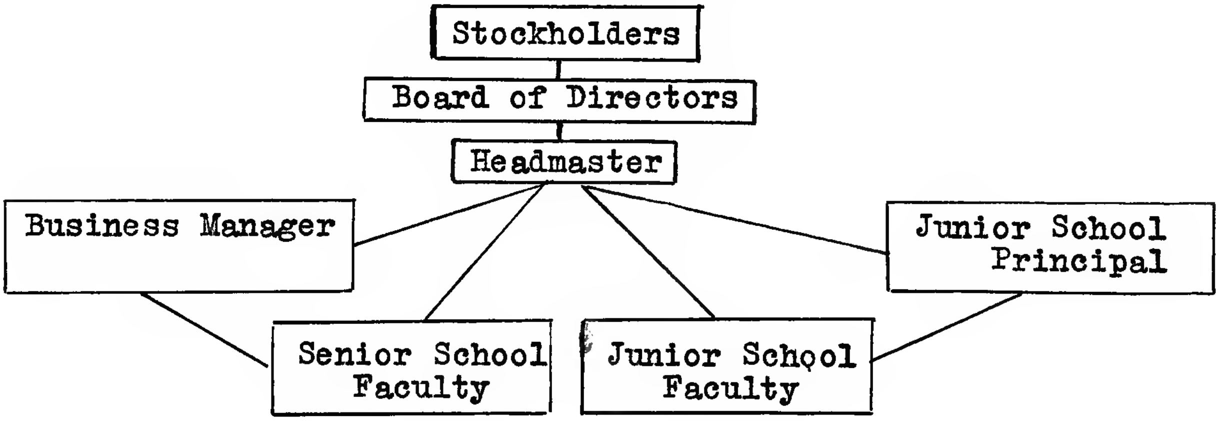
The Board of Directors has five standing committees, as follows:

1. School and Faculty Committee
2. Property Committee
3. Athletic Committee
4. Insurance Committee
5. Physicians' Committee

The Mothers' Association has the following standing committees:

1. House Committee
2. Library Committee
3. Lecture Committee
4. Dormitory Committee
5. Compliants Committee

The administration staff of the school consists of a Headmaster and a Business Manager. The Headmaster is an ex - officio member of all the standing committees of the Board of Directors, and the Business Manager is consulted on practically all school affairs which involve property.



PART II.

CURRICULA AND INSTRUCTION

The term "college preparatory" perhaps describes the average private school better than any other expression. Most private schools have had their conception in the felt need for a school to prepare for colleges and universities who demand a better type of preparation than the public schools were prepared to give. The College Board Examinations added impetus to this movement, so we hear of "college preparation" and "College Board Examinations" used synonymously. However, the past ten years has added another type of private school to the constantly growing list, that kind of private school which specializes in problem cases-- boys who are unable to make good in college preparatory or public high schools were sent to these schools who planned a course especially for them.

The so-called "progressive school" has grown up as a sort of combination of the two-- the college preparatory and the school for the maladjusted boys. The philosophy of the progressive school is, simply, the boy. Everything in terms of standards and rigid marking scales are swept aside and the only standard allowed is the individual boy who is to benefit by his training in the school. However, it has been unfortunate that the term progressive has come to mean softness in many individuals' minds. Sloppy, emotionalized thinking on the part of many school men trying to follow a philosophy they know very little about should carry much of the responsibility; undue importance placed upon the showy aspects of the progressive program is responsible for the rest.

It is hardly necessary to state that this perversion of the philosophy of the progressive school is not the type found at Milwaukee Country Day School. It aims toward that type of school which discards all preconceived notions of standards, rigid marking systems, inflexible lists of required subjects. It visions a preparatory school which bases its whole program upon the abilities, interests, and needs of the person to be educated. In short, it is the kind of school Dr. Perry had in mind when he said, "If you are sending your boy to a purely college preparatory school, don't send him." It seems that men who are keenly alive to the problems of modern education - be they from the most rigid classical school or from the most rabid of the progressives - are pretty well agreed that the most important thing about all plans of education-- no matter what label they carry-- is the individual who is receiving the training. That in short, is the creed ofthe Milwaukee Country Day School. The only standard set up is the standard of what is best for each boy. The faculty disabuses its minds of any other standard-- College Board or otherwise. The standard it can defend is that which demands that each boy works successfully up to the level of his ability at material which fulfills his needs and interests. If the boy has not the ability to carry work on a College Board level, there is nothing that can justify driving this boy at material he can never hope to master. Every boy in this school has a right to a sound training in all those things which go to make up a well-rounded education and repeated failure is not one of them.

Milwaukee Country Day School has not the physical facilities which would enable it to offer courses of such nature so as to provide for boys interested in manual arts, printing, vocational subjects, etc. Under the present conditions it cannot go far beyond the range of courses which apply directly for college entrance. In other words, no matter how much it plans and theorizes, no matter how it talks about taking care of each boy, the fact still remains that any boy not able to go to college can get much better training in a public school.

Such being the case, it seems that the function of the Milwaukee Country Day School is to offer very specific training along the following lines:

1. The establishment and cultivation of certain habits, attitudes, interests, or hobbies, ideals, and desires which develop the character and personality of the boy.
2. General Cultural Training.
3. Prevocational or Preprofessional Training.
4. Preparation for College.

CURRICULUM AT THE MILWAUKEE COUNTRY DAY SENIOR SCHOOL

The following two courses are offered for Forms Nine to Twelve:

	Academic	Science
English	3 (4Yrs.)	3 (4Yrs.)
Algebra Elementary	1	1
Plane Geometry	1	1
Algebra Advanced	1	1
Solid Geometry		1/2
Trigonometry		1/2
French	3	2 to 3
Latin	3 to 4	---
German	2 to 4	2 to 4
Ancient History		1
English History		1
Modern History		1
United States History	1	1
Biology		1
Chemistry		1
Physics	1	1
Commercial Law		1/2
Economics		1/2
	15 Units	15 Units

One of the factors which affects the efficiency of the school most is the daily schedule. The one now in use at the Senior School will be presented on the next page.

CLASS SCHEDULE 1933-1934

PERIOD		
I 8:50- 9:35	8 Math. 9 English 10 Biology	11 Math.(Geometry) 12 U.S.History
II 9:35-10:20	8 English 9X Latin 9Y Latin 10 German	10 French 11 English 12 Physics
III 10:20-11:05	8 Latin 9 Math. (Elem.Alg.) 10X Latin	11 French 12 Math. (Solid,Trig.)
IV 11:05-11:45	ACTIVITIES - WHOLE SCHOOL	
V 11:45-12:30	9 French 9 German 10 English	11 Chemistry 12 Latin Economics
12:30- 1:00	LUNCH FOR EIGHTH AND NINTH FORMS	
VI 12:30- 1:15	10Math.(Adv.Alg.) 11 Latin Ancient History	12 English 11X Latin English History
1:15- 1:45	LUNCH FOR THE TENTH, ELEVENTH AND TWELFTH FORMS	
VII 1:00- 1:45	8 Social Science	9Y French
VIII 1:45- 2:30	10Y French 12 English	11 Chem.Lab.(Tues.&Thurs.) 12 Physics Lab.(Mon.&Wed.)
2:30- 3:00	Band and Study	
3:00- 4:45	Athletics and Make-up work	
5:00	Bus.	

PART III.

This part is concerned with those activities and devices at the Milwaukee Country Day School, which it is hoped, will develop the character and personality of the boys.

THE ADVISORY SYSTEM

The work of this school has pointed toward the individual boy- his interests, needs and capacities. One of the most important agencies for keeping this individual point of view before both the faculty and student has been the advisory system. With few boys and masters, complicated administrative procedure is unnecessary.

Assumptions upon which Guidance is Based.

1. The differences between individuals in native capacity, ability and interests are significant.

This principle has been quite universally accepted under the title of "individual differences". It is recognized that it is impossible for some boys ever to master our program. (When this is discovered the school consults the parent and recommends another school where the boy's chances of success are much better.)

The second factor under this assumption is that if two boys with differences in native ability are allowed to progress naturally, the differences between them will increase. For example, differences in forms of the earlier years, while comparatively small in the beginning, will increase as a constantly accelerating force. Thus, we have the ever present

line of specialization he takes up depends upon his interests and abilities. Specialization in industry brings a corresponding specialization in academic training. In modern competition the man who gets into the field first has the advantage. The man who tries three or four different vocations is handicapped. The Milwaukee Country Day School must be ready to guide the boy in making the right choice of courses.

4. The period of preparation necessary for entrance upon occupational life is constantly increasing in length.

The tendency at the present time is for added training after college before entering into professional life. The school must be ready to recognize superior ability and allow such students to advance according to their ability and achievement.

5. The fifth assumption of the guidance program is that young people are not able to make wise choices at the time of crises without assistance.

A boy is not able to choose his program in high school or his college course without assistance. He should be able to profit by the experience and knowledge of his advisor.

6. Guidance is not perscriptive but aims at progressive ability for self-guidance.

The boy must be trained to look at his own problems and steered, but not pampered.

7. The last assumption is that the school is in a strategic position to give the assistance needed.

The school has the boy in the formative periods of his life-- the responsibility rests with Milwaukee Country Day School.

Functions of the Headmaster in the Advisory System:

1. Takes the responsibility for the successful carrying out of the Advisory System.
2. Appoints an advisory committee to studyand to administrate the Advisory System.
3. Gives suggestions and constructive criticism of the system and examines it carefully to see if it is fulfilling its part in the development of the Milwaukee Country Day School.
4. Provides ways and means of carrying out the accepted parts of the program.
5. Receives the findings of the case studies and facts which are as reliable as it is possible to get and with the cooperation and agreement of the faculty and parents, puts into effect the remedial program.

Functions of the Advisory Committee:

1. Organizes and administrates the Advisory System.
2. Suggests and prepares material for mass conferences.
3. Supervises the bogie system (explained later).
4. Makes adjustments and revisions as they become necessary in order to approach the objectives of the system.
5. Helps the separate advisors to make case studies.
6. Pays special attention to the boys selected for individual attention and sees that a diagnostic and remedial program is carried out.

Functions of the Advisors:

1. Establishes a sympathetic relationship of interest and understanding with his advisees, and shows the boy he has a friend to whom he can go to in perfect confidence to unload his troubles.
2. Studies each boy and keeps informed of his progress academically, emotionally and morally. The advisor holds individual and informal chats

with each advisee to learn of any maladjustment or to offer praise in case the boy has done something worth while. An advisor is not responsible for the discipline of his advisees as such. The advisors are naturally concerned about their "boys" in trouble, but not in the sense he is going to punish or criticize. He is interested in finding out the causes for this trouble and adjusting them.

3. Explains and helps the advisee in making his program fora definite course of study which will prepare him for a certain institution. In case the boy is undecided about the college or university he wishes to attend, the advisor furnishes information for the boy and parent, helping them to decide upon the right place.

4. Concerns himself with the personality development of the advisee, his out-of-school activities, companions, hobbies, and home attitude.

5. Keeps a careful check upon the health and athletic work of each boy.

6. Makes use of the Junior Advisor in obtaining pupil opinion attitudes.

Functions of the Junior Advisor:

1. Tofurnish the student point of view.

2. To assist the master in routine matters.

    (a) Obtaining two-week marks.
    (b) Making reports.
    (c) Obtaining boys for individual conferences.

3. To aid in individual guidance of boys in school by:

    (a) Improving conduct around school and on the playground.
    (b) To help in carrying out the remedial program.

Selection of Advisees:

The time of selection of the advisees is in the fall at the first faculty meeting.

The method of selection is in the form of a round table discussion with the Headmaster as chairman. The different masters offer to take certain boys into their group. This in most cases raises a discussion on each boy of each form as they are taken up, as to the following items:

1. The master's possible points of contacts with each boy.
2. The master's success with previous boys and their types of difficulties.
3. The master's personality and reaction to different kinds of boys.

Thus, keeping the foregoing items in mind, by a more or less general discussion, it is decided who shall be in each group. In some cases if a master doesn't seem to be getting the desired results with a boy he suggests that some one else try. In this way a boy might have a different advisor each year or the same one for the entire four years.

General Procedures of Guidance - (A) Group and (B) Individual:

A. Group meetings consist of open forum discussions in which the advisor is chairman. The following are some items discussed:

1. Study Habits
2. Marks of a Country Day School boy.
3. Sportsmanship.
4. Choosing a Vocation.
5. Value of Hobbies.
6. How may I Analyze Myself.
7. Choosing a College.
8. Summer vacations and what to do with them.

B. Individual conferences with each boy form the basis for the Advisory System. It is the belief of the school that many of the boys' problems need this intimate contact with the master to bring forth confidences and unrestrained and natural reactions to the master's questions. These talks or conferences are not only about academic troubles but include such things as: personality differences between teacher and boy, athletics, and the like.

Special Devices in Guidance Program -"Bogie" System:

Four years ago the "Bogie System" was introduced at the Milwaukee Country Day School. It consists of giving each boy an academic goal obtainable only if he puts forth his best effort. The number of points to be obtained each marking period is derived from:

(1) teachers' judgments
(2) I. Q.
(3) boy's previous marks
(4) what he thinks he could make if working up to his capacity (invariably the boy will set his bogie higher than the faculty places it).

The reward for making your bogie is two days' extra vacation at Christmas and Easter. This year the percentage making their bogie was sixty per cent.

COUNTRY DAY SCHOOL HONOR CLUB

This year upon the initiation of Mr. Santer, the faculty evolved a new society at the Country Day School. It is known as the Honor Club. Its purpose as stated by Mr. Santer is, "to offer some definite recognition to those boys who by virtue of their conduct and character, industry and efficiency, spirit of loyalty and sensitiveness to the things that are upright and manly, may be worthy of some tangible mark of distinction." With this purpose in mind, the school awards two classes of Honor Ribbons - the Green and Gold for the major or primary distinction, and the Gold for the secondary award.

The basis of selection for the Green and Gold award is (a) moral courage to stand for what is right even at the cost of popularity, (b) positive influence for good citizenship, (c) voluntary assumption of duties. The second award was given to those boys who might not be endowed with leadership or other qualities which are needed for the first award, but who at the same time improve the tone and spirit of the school in their own conscientious way.

The boys are elected by the faculty in a special evening meeting for this purpose every two months. The names of the boys to be considered in this meeting are submitted by the boy's advisor, his instructor, or his fellow student. In this way every boy is studied in the school and many definite results have been realized.

It has not only improved the tone and the spirit of the school, but has made the faculty more conscious of a study of their advisees.

The award consists of a Green and Gold ribbon or a Gold ribbon to be snapped on the lapel of the boy's coat.

The presentation of the award is made in a very impressive way. It is called the Court of Honor and is presided over by some person outside the school. For example, the first Court of Honor had the distinction of having as its guest of honor, Mrs. Frederick C. Thwaits, who herself is one of a few women in America to wear the French Legion of Honor Medal.

After a short talk by the guest speaker the winners are called separately to the front of the room where the boy's advisor reads his citation address and then receives the Ribbon of Honor.

The per cent holding the Green and Gold ribbon is five per cent and the secondary, or Gold ribbon, is twenty-five per cent.

EXTRA-CLASS ACTIVITIES

School publications, Dramatics, Band, Campus Club, Glee Club, Rifle Squad, Archery, Fencing, Community Singing, Field Day, Family Party, Talks and Lectures, Public Speaking, Current Topics, "Mojiji", Tumbling, Camera Club and Leather Tooling.

The foregoing are extra-class activities. To most people they probably represent no more than names-- intangibles. To the Country Day School these activities represent definite aims for reaching educational significance.

Contacts with the human and socializing influences of college life play a more important role in preparing the boy for his heritage upon graduation than do the mere pedantries of his class room. Upon leaving the Country Day School each boy will be prepared academically to fit into the scholastic scheme of college of his choice. He will be prepared to compete in varsity sports, but only if he has physical ability.

Through the program of extra-class activities sponsored at Country Day thefollowing values or objectives are aimed at:

1. Experiences which will allow for self-expression and the development of initiative.
2. A place or time during the day where each student, if he desires, may test out or stimulate or develop interests or hobbies.
3. Increase in physical efficiency and the acquisition of skill and an opportunity to use them, as fencing, archery and tumbling.
4. Some way of satisfying the altruistic drives of some boys as exemplified by our Campus Club.

5. Furnish training in citizenship by their participation in these extra-class activities.

The Administration of the Program of Extra-Class Activities.

First before any activity is introduced in the school it must be initiated by the pupils themselves. This is done by the boys discussing their interests and then asking Mr. Santer, the Headmaster, to meet them to hear their claim. If sufficiently interested and the school has the physical and financial means of providing such activity, one of the masters who is interested in the project or would like to develop such an activity offers to supervise it. Thus a new activity is created.

After a fair trial if a boy desires to make a change into another activity he is allowed to do so. An activity itself is dropped when the need and desire has gone due to graduation or other causes.

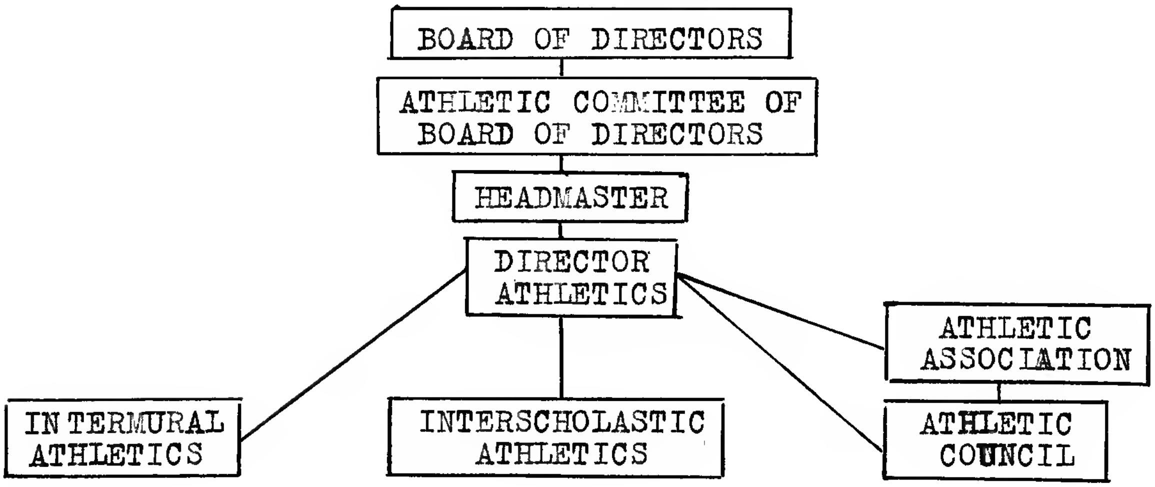
A regular forty-five minute period designated as the Activities Period is set aside four times a week for these activities. Tuesdays and Thursdays are given over to each small group while Mondays and Fridays this period is utilized for the large group meetings as Community Singing, Lectures and the like. (Wednesdays are left open for Advisory meetings, either group or individual.

ATHLETICS

The part played by the system of athletics at the Milwaukee Country Day School in realizing their major objectives of the institution, is of unestimable value. The more specific purposes of the department which are constantly before the men may be mentioned as follows:

1. The building of character and personality.
2. The building of a strong, sound body.
3. The inculcation of good health habits which will carry beyond the school.
4. Development of sportsmanship and fair play.
5. Stimulate growth in loyalty, honesty, self-control, perseverance and cooperation.
6. Build up a sense of responsibility to the school, the team and to one's self.

ORGANIZATION OF ATHLETICS



The organization of athletics is centralized in the Headmaster of Milwaukee Country Day School who supervises and takes the responsibility for the proper functioning of the entire system. The Athletic Committee of the Board of Directors are consulted only in the event of a change in policy in this

department. The details for operating the system are placed in the hands of the Athletic Director. His duties include: (1) medical examination and health, (2) supervision of the entire inter-mural program of athletics (picking the teams, arranging schedules, assigning coaches, etc.), (3) arranging of all games of inter-scholastic nature, (4) hiring of officials, (5) supervision of the athletic store and equipment, (6) supervision of the physical plant and grounds as: playing fields, tennis courts, gymnasiums, etc., (7) acts in an advisory capacity to the varsity and inter-mural coaches.

The Athletic Association is made up of all the members in the school. The purpose of the association is to aid in the financing of the athletic program and to foster a spirit of loyalty toward school athletics. The officers, President, Vice-President, Secretary and Treasurer, who are elected by the whole school, are members of the Athletic Council.

The Athletic Council consists of:

1. The Headmaster.
2. The officers of the Athletic Association.
3. The coaches of the major sports.
4. The coaches of other sports only at the end of their respective season when they recommend awards for members of the squad.

The duties of the Athletic Council are to consider all matters connected with the purposes of the association as awarding of letters, sweaters and special recognition to

members of competitive teams, voting the financing of athletic programs.

All matters of particular importance are brought before the faculty for discussion and are voted upon before they can be passed through the council.

FUNCTIONS OF THE ATHLETIC PROGRAM:

One of the basic principles of the Milwaukee Country Day School athletic program is that every boy in the school be given daily an opportunity for play and exercise. This is carried out one hundred per cent except when a boy is not physically fit and then he is placed in some managerial position so that he may derive as nearly as possible the same benefits as those competing in the sports.

The athletic offerings vary with the season. In the fall football and tennis can be selected according to the liking of the individual. (During any season if it is the feeling of the faculty that a certain boy needs the contacts of a group sport he is not permitted to take tennis or fencing.) In the winter a boy has a little greater variety to pick from as basketball, hockey, and fencing. The spring season includes only baseball and tennis.

In each season the school is divided into several groups according to the pupil's size, weight and ability.

I. The varsity squad consists of about 30 boys in football, 22 in baseball, 12 in basketball, 18 in hockey and 10 in fencing. These squads train harder and have an outside schedule of games. The number of games played in each sport average about the following: football 7, basketball 10, hockey 8, baseball 8 and fencing 8.

II. The intermediate squad is made up of boys too light for the regular varsity squad.

III. The freshmen squad is comprised of the larger boys in the eighth and ninth grades. The intermediate and freshmen squads make up the senior league. The rest of the school make up about four teams known as the junior league and play a regular series of games between their respective teams.

The coaches are well qualified men with experience and are regular teachers of academic subjects. This gives the men an opportunity to know the boys in play and in work. In order that each man may reach as many boys as possible, each of the varsity sports are coached by a different man. A varisty coach in one season is an intermural sport coach in another.

In summing up the work of the department the author quotes the Director of Athletics, "We want our teams to be winners, but far greater is our desire to make real boys".

PART IV.
FACULTY

As a group, no finer men could be found than those which make up the faculty of the Senior School. Their ability and character are distinctly superior, both from the point of view of laymen and professional workers.

It is the feeling of those familiar with the school that its prestige and reputation is due entirely to the faculty.

In spite of the poor physical plant they have to work in, the masters have given the boys who attended this school a training and background that makes them stand out in any group or college or in life.

Of the eleven men on the faculty which gives a pupil-teacher ratio of less than 10 to 1, four have already obtained their master's degree, two more are completing the work on their master's degree this summer, while three are working on their doctor's degree. The three remaining take summer school work occasionally, but have not followed any definite plan for an advanced degree. All, of course, have graduated from college and hold their bachelor degree.

Besides being subject matter specialists each man is qualified to coach some sport or supervise one or more activities.

One of the features of the school is the close friendship developed between the masters and boys without loss of respect or discipline. This is possible only with men of character and quality.

PART V.

STUDENT ABILITY AND ACHIEVEMENT

After the functions of a school have been determined, and a working curriculum established, the best single measure of the efficiency of instruction is the extent to which the students in the school utilize their ability. The general "scholastic aptitude" or mental ability of pupils may be measured by means of an intelligence test. Table I represents the distribution of intelligent quotients of the pupils of the Senior School based on the Terman Group Test of Mental Ability and the National Intelligence Tests.

The intelligent quotient in the following chart is the ratio between the mental age and the chronological age. It is evident that a person of an intelligence quotient of less than 100 has not developed as rapidly mentally as he has chronologically when compared with that of other children of corresponding age. It is generally conceded that students of intelligent quotients of less than 100 will have some difficulty in completing a college course, particularly of high classical nature. It is further generally agreed that students having an intelligence quotient of less than 95 will have a great deal of difficulty in completing a college education.

In terms of the data presented in Table I, with possibly four exceptions, all of the students of Milwaukee Country Day School are competent to pursue the type of work that is being offered. Inasmuch as there are only four pupils whose I.Q.s are less than 100 and three of these are 99 and 98, it may safely be assumed that the Senior School is in a very good position so far as pupil ability is concerned.

TABLE I

DISTRIBUTION OF INTELLIGENCE QUOTIENTS IN THE MILWAUKEE COUNTRY DAY SENIOR SCHOOL--BASED ON THE TERMAN GROUP TEST OF MENTAL ABILITY AND THE NATIONAL INTELLIGENCE TESTS.

			Form			Total No.
I.Q.	8	9	10	11	12	Pupils
141			1			1
140			1			1
136		1				1
135	1					1
134		1				1
133	1					1
131				1		1
129		1	1			2
127		1	2			3
124	3	2	1	1	2	9
123	2		1	1		4
122			2	2	2	6
121		2	3	1	1	7
120			1	1	1	3
119	1	1	2			4
118	1		1	1		3
117		2	2		2	6
116			1	3	1	5
115		2	1		2	5
114		1	1	1	1	4
113		1	1	1	1	4
112		4		1		5
111	1		1	2		4
110				1		1
109			1	1	1	3
108			2	1	2	5
107		3		4		7
105		1				1
104		1				1
103		1				1
102	1					1
101		1				1
100					1	1
99			1			1
98			1	1		2
93		1				1
Total	11	26	29	23	18	107

Q3-122 Md-116 Q1-111

MILWAUKEE COUNTRY DAY SCHOOL SENIORS, JUNIORS AND SOPHOMORES COMPARED WITH THE SAME CLASSES OF ALL SECONDARY SCHOOLS OF WISCONSIN.

Another proof of the superiority of the students in Milwaukee Country Day School is a comparison of standing of the three upper classes at Milwaukee Country Day School with the standing of the same classes in all other secondary schools in Wisconsin on the basis of the Henmon-Nelson Test of Mental Ability for 1933-1934.

It can be shown as a result of the yearly testing program of the state, the standing of the Milwaukee Country Day School seniors for the past five years with the seniors of all other secondary schools in Wisconsin over the same period.

TABLE II.

Seniors of Milwaukee Country Day School 1933-1934 compared with the seniors of all other secondary schools of Wisconsin on the basis of the Henmon-Nelson Test of Mental Ability.

	Q_1	Md	Q_3
Seniors of other secondary schools in wisconsin	25	50	75
Seniors of Milwaukee Country Day School	83	93	95

TABLE III.

Juniors of Milwaukee Country Day School compared with the juniors of all other secondary schools of Wisconsin on the basis of the Henmon-Nelson Test of Mental Ability 1933-1934.

	Q_1	Md	Q_3
Juniors of other secondary schools in Wisconsin	25	50	75
Juniors of Milwaukee Country Day School	72	78	92

TABLE IV.

Sophomores of Milwaukee Country Day School compared with the sophomores of all other secondary schools of Wisconsin on the basis of the Henmon-Nelson Test of Mental Ability 1933-1934.

	Q_1	Md	Q_3
Sophomores of other secondary schools of Wisconsin	25	50	75
Sophomores of Milwaukee Country Day School	66	86	95

TABLE V.

Seniors of Milwaukee Country Day School for the past five years compared with the seniors of all other secondary schools of Wisconsin on the basis of the Ohio State Psychological Examination; The American Council Psychological Examination, and the Henmon-Nelson Test of Mental Ability.

	Q_1	Md	Q_3
Seniors of other secondary schools of Wisconsin for the past 5 years	2 5	50	75
Milwaukee Country Day School seniors for the past 5 years	78	91	96

From tables II, III, IV, V, it will be seen that seventy-five per cent of the seniors of the Milwaukee Country Day School stood in the top seventeenth per cent of all the secondary school seniors in the State of Wisconsin during the year 1933-1934. Twenty-five per cent of the Milwaukee Country Day School seniors stood in the top five per cent of all the seniors in the state.

In the Junior class seventy-five per cent stood in the top twenty-eight per cent of all the juniors of the State of Wisconsin. Twenty-five per cent of the Juniors stood in the top eighth per cent of the juniors in all of the secondary schools in the State of Wisconsin.

Table IV shows that seventy-five per cent of the sophomores at Milwaukee Country Day School stand in the top forty-fourth per cent and twenty-five per cent stood in the top five per cent of all the secondary school sophomores in the State of Wisconsin.

Likewise in Table V it is shown that for the last five years,1929-1934, seventy-five per cent of the seniors have stood in the top twenty-second percentile, and twenty-five per cent have stood in the top fourth per cent of all the secondary school seniors throughout the State of Wisconsin.

AGE-GRADE TABLE

The age-grade study assumes that children of certain ages should have reached certain grades. It is considered a bad situation if many are found in grades far below where they should be. It is also of great use in determining the problem cases. However, if practically all are normal or under age it indicates a good situation. This is particularly true in the light of high achievement of the school. The following Table number VI indicates a favorable condition at the Milwaukee Country Day School.

TABLE VI.

Grade	8	9	10	11	12
12	3	1			
13	17	5			
14		3	7	4	
15		1	15	3	
16				15	3
17				7	14
18					4
19					
Percent Under-age	15	54.54	28	24.14	14.28
Percent Normal	85	36.36	72	75.86	85.72
Percent Over-age		9.10			

Another picture of the pupil placement at Milwaukee Country Day School is given in Table VIII by comparing the chronological and the mental ages of each grade or form.

TABLE VII.

	Chronological Ages			Mental Ages		
Form	Q_1	Md	Q_3	Q_1	Md	Q_3
8	13-4	13-6	14-3	14-9	15-8	16-11
9	14-3	14-11	15-4	15-3	16-4	17-2
10	15-0	15-11	16-6	15-10	17-5	17-11
11	16-3	17-0	17-2	16-6	18-2	18-8
12	17-3	18-0	18-5	17-4	18-0	18-8

TABLE VIII.
School Marks Per I.Q.

I. Q.	Average Mark	Range	I. Q.	Average Mark	Range
141	95	90-98	115	71	65-78
140	93	89-97	114	78	71-83
136	83	77-88	113	71	62-75
135	82	78-88	112	73	67-80
134	84	81-86	111	72	66-83
133	85	80-89	110	72	67-78
131	84	79-90	109	66	61-79
129	75	70-81	108	68	63-74
127	83	79-85	107	69	63-74
124	85	81-88	105	68	56-77
123	80	73-88	104	70	58-76
122	82	77-87	103	58	40-67
121	73	64-81	102	55	51-60
120	77	71-83	101	63	61-65
119	74	68-78	100	62	61-63
118	77	69-72	99	67	60-67
117	85	81-88	98	56	56-69
116	80	74-85	93	62	4-74

PUPIL ATTENDANCE

It is evident that school attendance is one of the most potent factors in achievement. Obviously, a child cannot maintain high quality of scholastic attainment unless he is present. Not only does attendance affect the work of the individual pupil, but it has a profound influence on the general spirit and morale of the school.

The following table shows the attendance record for the Senior School from September 18 to May 29 inclusive. It is evident that there is far more absence among the pupils than is desirable or necessary. The total number of days missed equals 685, or an average of 6.4 days for every boy in school.

SHOWING ATTENDANCE RECORD OF PUPILS IN MILWAUKEE COUNTRY DAY SENIOR SCHOOL -- SEPT.18 to MAY 29

No. Days Absent	Number of Pupils					Total
	Form 8	Form 9	Form 10	Form 11	Form 12	
0	5	2	1	5	0	13
1	1	0	4	5	4	14
2	0	2	3	3	3	11
3	1	1	3	2	3	10
4	2	1	3	4	1	11
5	1	0	1	2	3	7
6	0	1	1	1	3	6
7	1	1	1	0	1	4
8	0	0	0	1	1	2
9	0	1	2	2	0	5
10	1	0	3	0	1	5
11	1	0	1	1	1	4
12	0	0	0	1	0	1
13	1	2				3
14				1		1
15	1					1
16				1		1
17	1					1
19	2		1			3
22	1			1		2
23	1					1
40	1					1
44		1				1
Total	21	11	25	30	21	108

THE EFFICIENCY OF INSTRUCTION

The efficiency of instruction depends upon the extent to which ability is used. The following tables indicate how well the pupils in each subject use their ability as compared with private school norms.

The red vertical bars represent the native ability or the intelligence (I. Q.) of the class expressed in percentiles when compared with private school norms. The black vertical lines at the right show the achievement of each class expressed in percentiles as derived from the Cooperative Testing program of several states.

ACHIEVEMENT

THE ACHIEVEMENT OF MILWAUKEE COUNTRY DAY SCHOOL COMPARED WITH THE ACHIEVEMENT OF PRIVATE AND PUBLIC SCHOOLS

Another manner of measuring the efficiency of instruction is by comparing the achievement of the Milwaukee Country Day School with the achievement of other private schools and also the public schools. To accomplish this "The Cooperative Tests of Achievement" were given in all senior school subjects.

In the tables are included the distributions of the raw scores obtained by the pupils tested March 30 to April 2. In comparison to these distributions are shown the scores of the private and public school pupils tested through the bureau on the same examinations. The public schools were tested during May and June, and the private schools were tested in April. The Milwaukee Country Day School distributions are represented in the form of black vertical bars at the left. The middle vertical bars of red indicate the private school distributions, while the public school distributions appear on the right side in blue vertical bars. The extreme top and bottom of each bar represents the total range or the highest and lowest score included in the distribution. The section inclosed by the double lines represents the middle fifty per cent, and the short horizontal bar extending through this section depicts the median.

COOPERATIVE TESTING PROGRAM

Among the centralized agencies responsible for cooperative testing programs is the Educational Records Bureau, a non-profit making educational testing service agency. Up until a year or so ago its main work in testing has been with the independent school, but since 1932 the public school has shown greater interest and is now participating in the regular testing programs.

The tests used were constructed under unusually favorable auspices by the Cooperative Test Service and of high reliability (r = .95) and validity. The Cooperative Test Service is an educational test-making organization financed for a ten year period by a grant from the General Education Board to the American Council on Education. Most of the tests required 90 minutes or more for their administration and were of the comprehensive type.

In the spring of 1933, 97 schools participated in the Educational Records Bureau testing program, representing the following states: Connecticut, Kentucky, Massachusetts, New Jersey, New York, Ohio, South Dakota, Wisconsin, Delaware, Minnesota, Rhode Island and Pennsylvania.

Among the participating schools there were many serving rural and industrial centers as well as many serving residential suburban districts. There were many also, whose curricula are organized along modern progressive linesas well

as many of the traditional type.

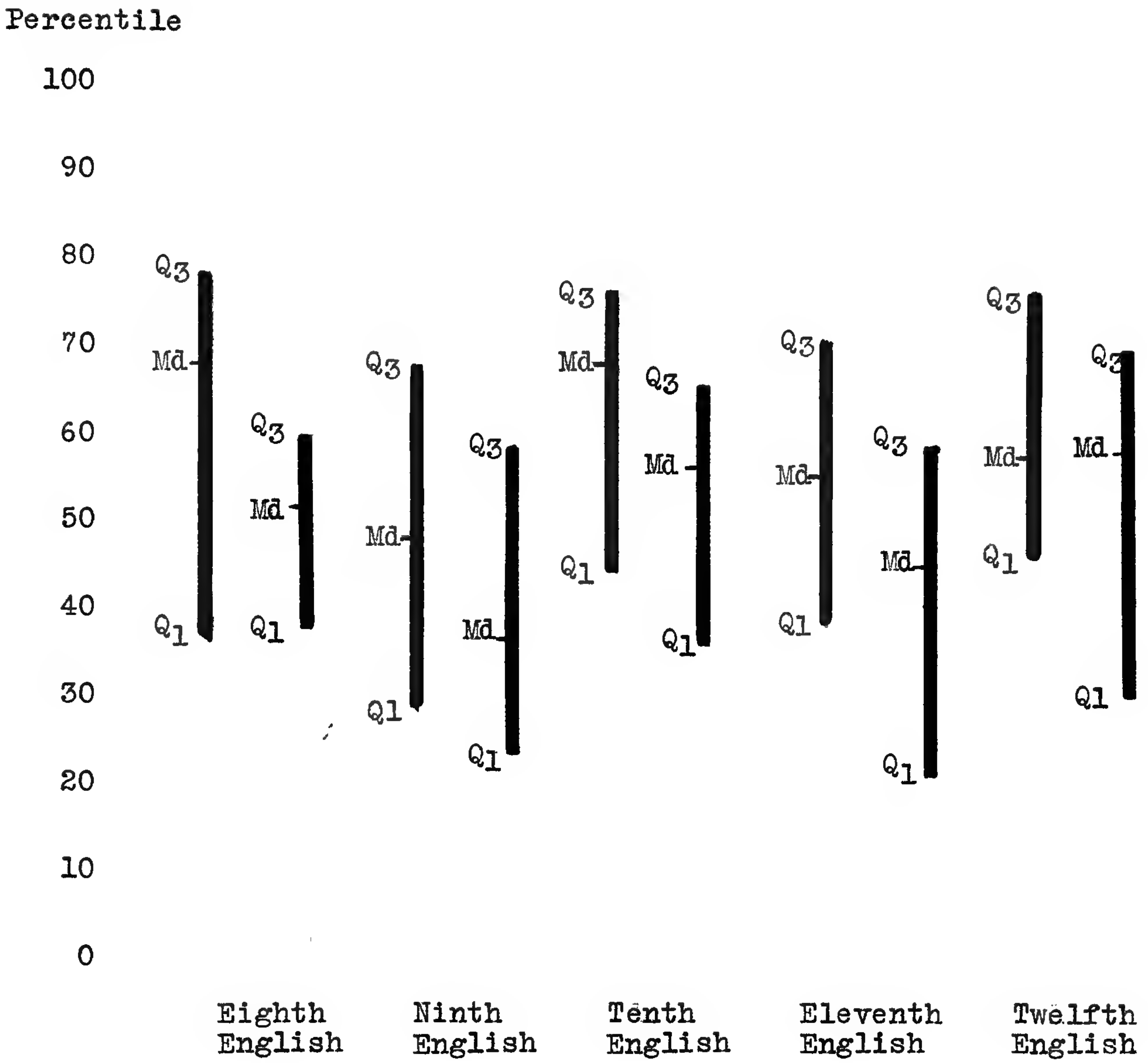
It cannot be said that the resulting norms from these tests are in any sense national. However, they do give pooled data of pupil scores and class averages which provide norms that are much more nearly consistent from subject to subject than those available for any group of secondary school subject matter tests. It must be mentioned though that these norms are more comprehensive for private school than for public schools.

The State Department of Pennsylvania used the Cooperative American History Test to aid in the identification of the most deserving of the twelfth grade graduates applying for scholarships to higher institutions.

Table IX

ENGLISH

Achievement Versus Intelligence

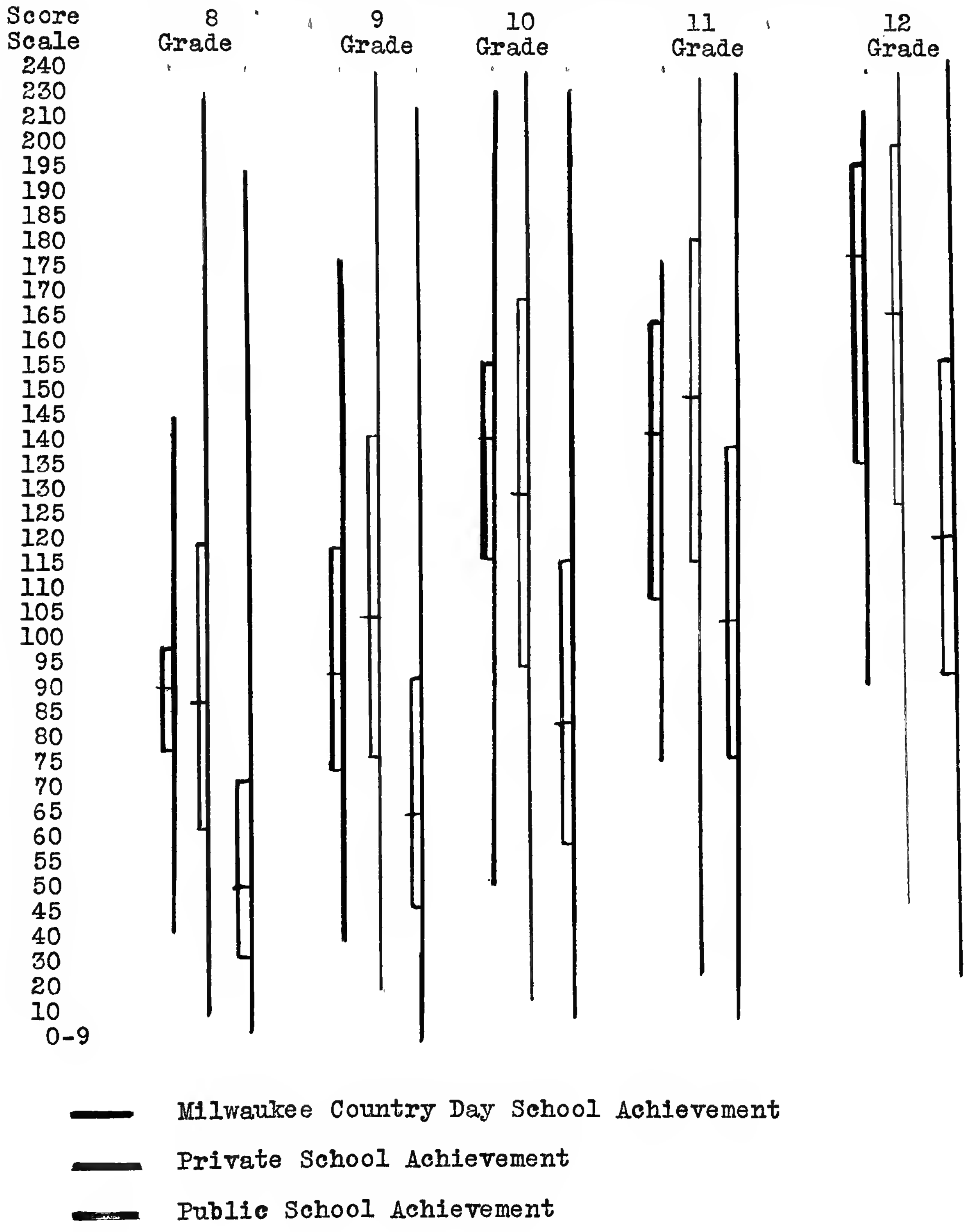


▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

▬ The black vertical bars at the left show the achievement of the class expressed in percentiles.

Table X
English
Cooperative Test -Form 1933

Distributions of Scores of Public Schools, Private Schools and Milwaukee Country Day School Represented Graphically.



ENGLISH

Table IX seems to indicate that not one class in English is working up to its mental ability. It also shows that as the classes progress toward the twelfth grade the achievement more nearly equals the intelligence. The median intelligence in eighth English reaches the 68 percentile as compared to the 52nd percentile in achievement. This difference decreases through the grades until twelfth grade, where the median percentile of intelligence and achievement are the same.

Observation of Table X would indicate that the condition at Milwaukee Country Day School is prevalent in most of the schools tested because from a comparison of the raw score distributions, this school's average scores equal and, in the tenth and twelfth grades, surpass the scores of private schools.

The average scores at Milwaukee Country Day School in every grade are far better than the average scores obtained by the same public school grades.

Seventy-five per cent of both the eighth and tenth grade English classes secure scores higher than seventy-five per cent of the public schools in those same grades. In the ninth, eleventh and twelfth grades better than seventy-five per cent of the classes made scores which exceeded the median scores of the public school.

The Bureau seemed to feel that although it found the private school pupils on an average have always greatly outdistanced their fellows in public schools, it has not been due so much to superior training as to selection and social background.

Another remarkable result of the English tests was the degree of overlapping. For example, in both types of institutions there were quite a few precocious seventh and eighth grade children whose scores in all parts of the examination exceeded the average of the twelfth graders, and even in public schools there were some of these children who reached or surpassed the average of college sophomores. In contrast to this outstanding achievement is the fact that a fair proportion of the twelfth and eleventh graders failed to reach the averages of the seventh and eighth graders.

Some of the causes of this overlapping in English may be due to the following reasons:

1.Poor differentiation. English is probably more truly comprehensive than any other subject. It includes not only the teaching of such fundamental skills as those involved in the mechanics of composition, but also those requisite to the more complex processes of creative writing, literary appreciation, etc.

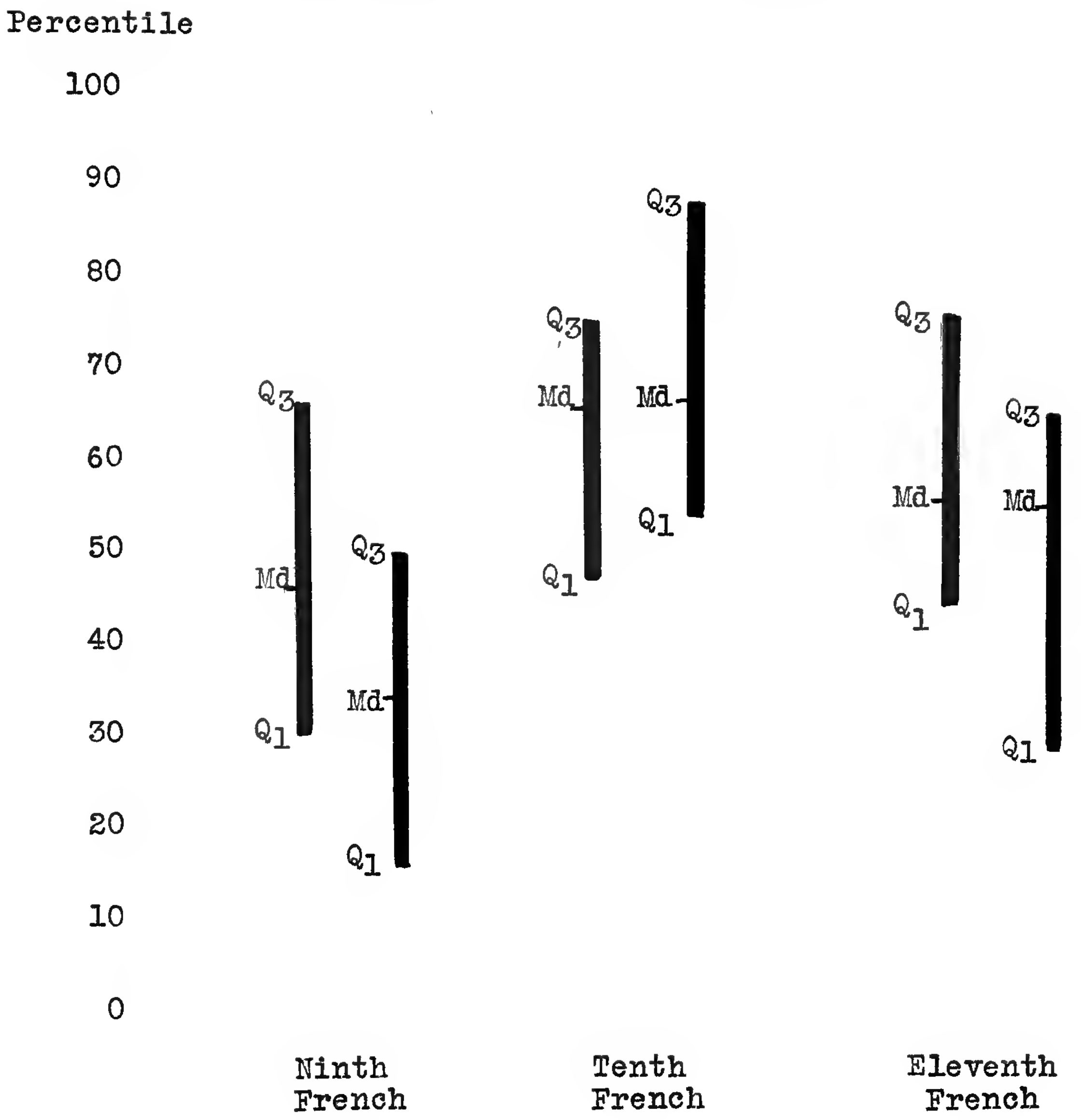
2.English is taught "by grades" more than any other subject and is likely to serve as a general "catch all" for all sorts of odds and ends that do not seem to belong elsewhere in the curriculum.

3.English is susceptible to influences outside the class room and the comprehensive test in English is indubitably measuring much that is contributed by the student's home environment, by his pleasure reading and experiences outside of school hours, and by interests stimulated in classes in subjects other than English.

Table XI

FRENCH

Achievement Versus Intelligence

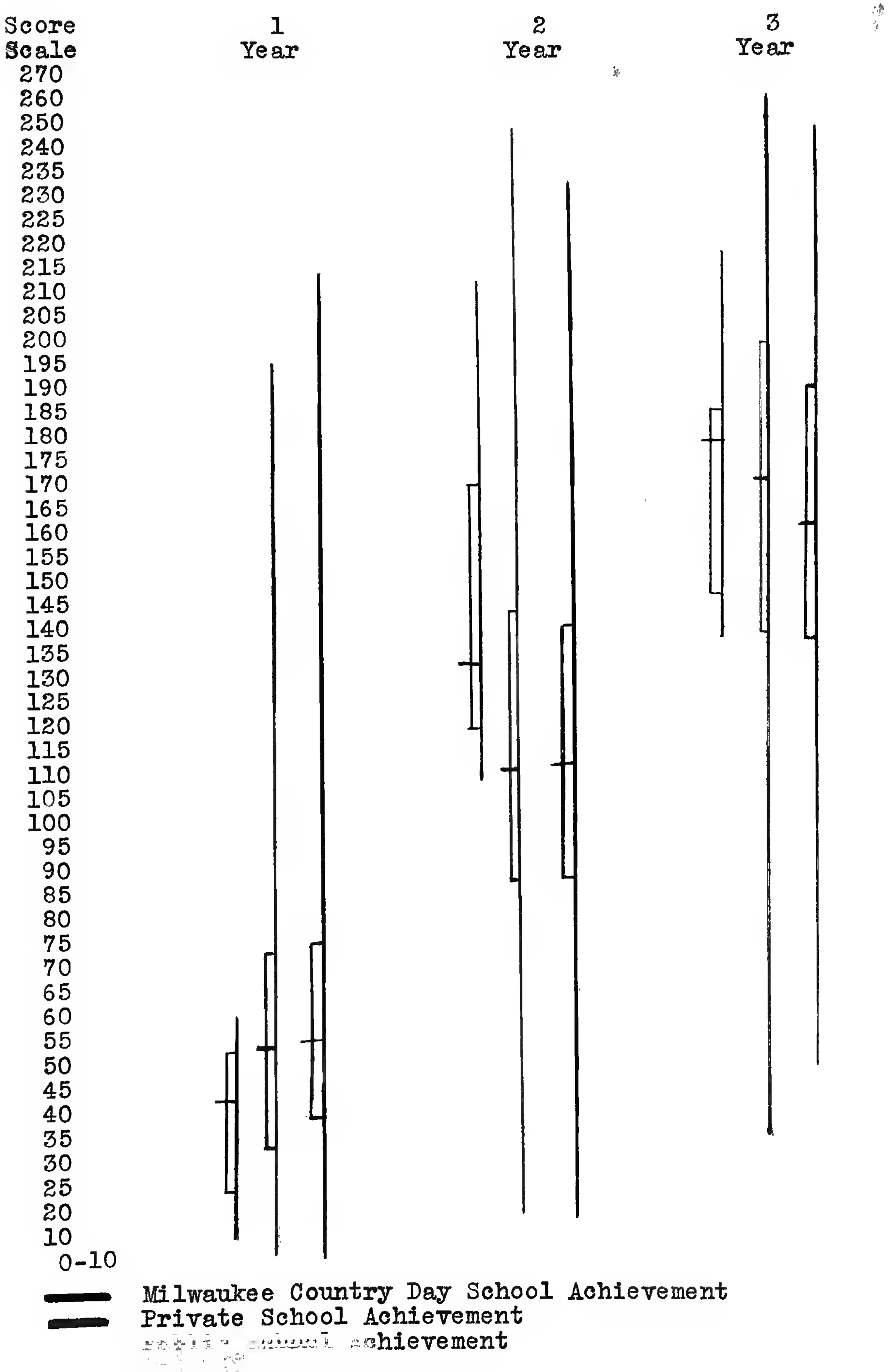


▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

▬ The black vertical bars at the left show the achievement of each class expressed in percentiles.

Table XII
French
Cooperative Test - Form 1933

Distributions of Scores of Public Schools, Private Schools and Milwaukee Country Day School Represented Graphically.



FRENCH

Table XI indicates favorable accomplishment according to the ability of the class in both the tenth and eleventh grades. However, ninth French has a weaker position, with the median achievement following in the 32nd percentile as compared to the 45th percentile median of intelligence.

The median percentile of achievement equals or surpasses the median of intelligence in the tenth and eleventh grades.

	Achievement Percentiles			Intelligence Percentiles		
	Q_3	Md	Q_1	Q_3	Md	Q_1
9th	48	32	14	65	45	29
10th	89	67	52	74	65	48
11th	62	55	28	74	55	42

The achievement of the pupils taking French at the Milwaukee Country Day School as compared with other private schools and the public schools show in Table XII that three-fourths of the pupils in ninth French received scores lower than the median score of both the private and public schools of the same grade.

This situation is nearly reversed in the tenth French class in which it is shown that nearly the entire class received scores better than the median score of the private and public school.

In eleventh French while not showing as high a standing in achievement as the tenth grade, it will be noticed that nearly the entire class received scores equal to the scores of the middle fifty per cent of the private and public school pupils.

The Educational Records Bureau gives the following findings in connection with their study:

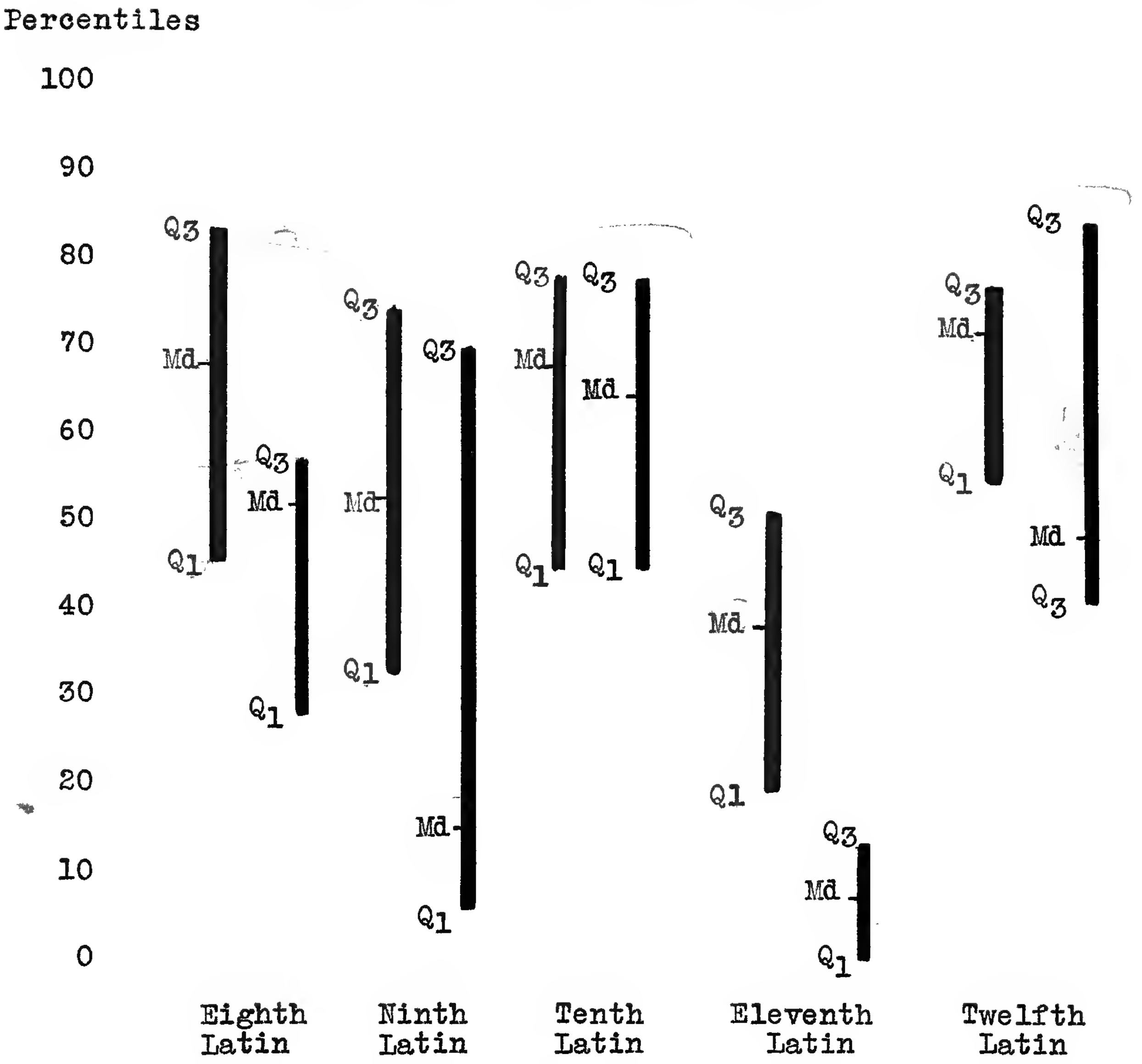
First, that somewhat more than half of the private schools using their testing service begin the study of French in the seventh or eighth grade. Secondly, the general indications are that the advantages resulting from an early start apparently disappear by the end of the eleventh grade, The late beginners tend to catch up, with the result that there is little or no difference in average test scores of those who began French in grade nine and those who began in lower grades.

The average French test scores of the public school pupils compare very favorably with those of private school pupils. The median public school scores tend to catch up with the private school achievement scores in the last year of high school. This is probably due to the fact that more of the private school pupils continue their French through three or four years, while the public school French becomes as selective as the private school in the fourth year. Only the better public school students take three and four years of French and in many public schools only two and three years are offered.

Table XIII

LATIN

Achievement Versus Intelligence

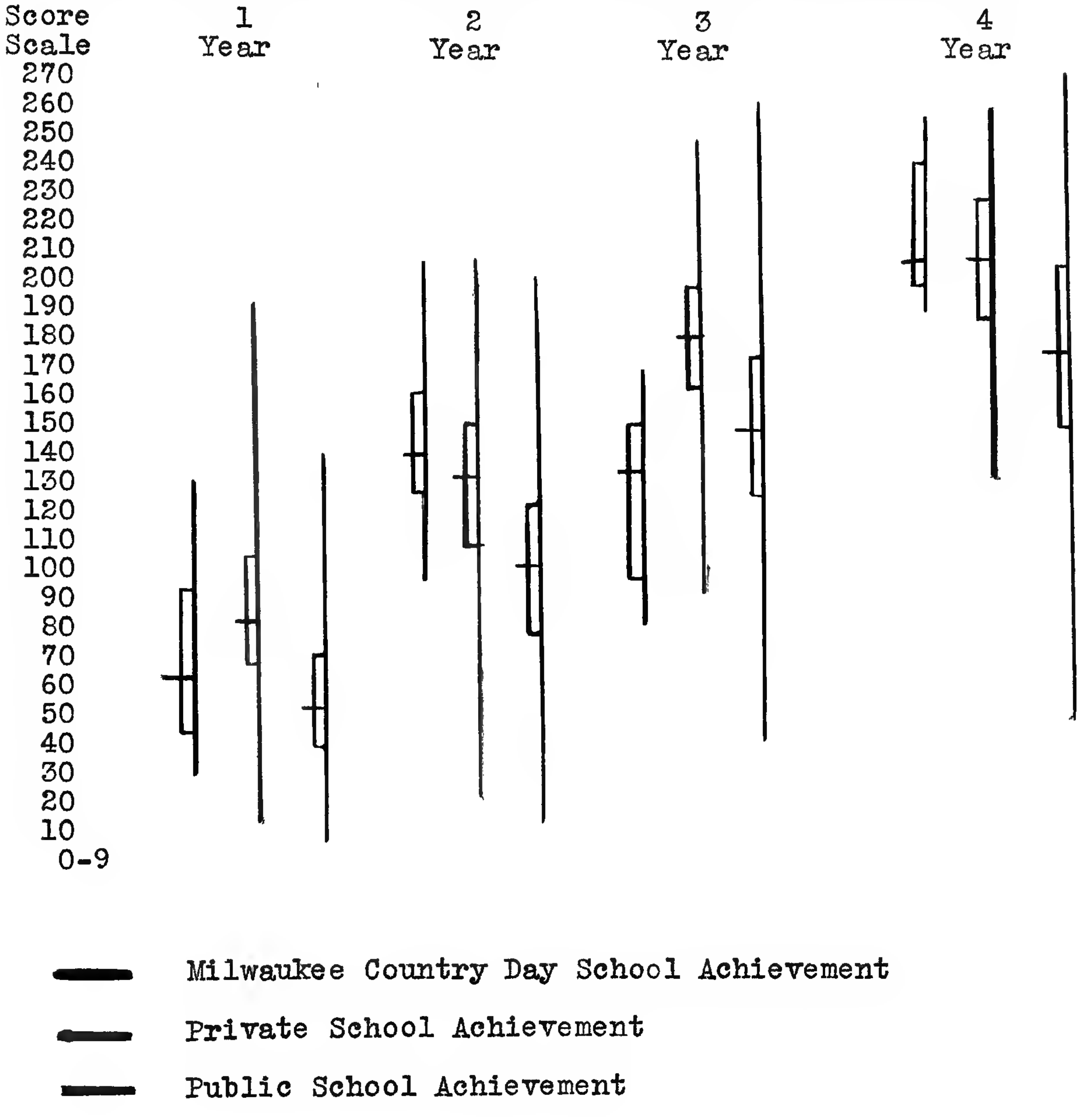


▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

▬ The black vertical bars at the left show the achievement of each class expressed in percentiles.

Table XIV
Latin
Cooperative Tests - Form 1933

Distributions of Scores of Public Schools, Private Schools and Milwaukee, Country Day School Represented Graphically.



LATIN

From Table XIII it may be concluded that the pupils studying Latin are doing the least with their ability of all the courses they take.

The worst case in this entire study is found in eleventh grade Latin. The achievement of better than seventy-five per cent of the eleventh form falls below the first quartile intelligence rating. The condition of the ninth is nearly as bad with the eighth Latin far from satisfactory. There seems to be considerable more range to the achievement of the eighth and ninth grade Latin which improves the situation.

The comparison of intelligence and achievement in the tenth and twelfth grades indicates a fairly satisfactory condition, although it is readily noticed that median achievement rating falls below the median intelligence rating.

In order to give a clearer picture the following table will be presented comparing the quartile ratings of achievement and intelligence in percentile ratings.

8th Grade

	I.Q.	Achievement
Q_3	82	57
Md	68	51
Q_1	45	28

9th Grade

	I.Q.	Achievement
Q_3	74	58
Md	51	15
Q_1	32	4

10th Grade

	I.Q.	Achievement
Q_3	79	79
Md	68	62
Q_1	45	45

11th Grade

	I.Q.	Achievement
Q_3	51	12
Md	38	7
Q_1	20	0

	12th Grade	
	I.Q.	Achievement
Q_3	77	86
Md	74	49
Q_1	55	41

Table XIV illustrates how the Latin classes, although working considerably below their mental capacity, have achieved, with the exception of the eleventh form, scores which are fairly comparable with the average scores of the public and private schools.

About 85 per cent of the eleventh form fall in the lowest 25 per cent of scores of private schools, while a little better than 50 per cent of the higher scores fall only in the middle 50 per cent of the public school scores.

In the ninth grade a little more than 50 per cent of the cases fall in the lowest 25 per cent of private school scores, but surpass the scores made by public school pupils.

The tenth and twelfth grade scores have equalled and surpassed both the private and public school scores.

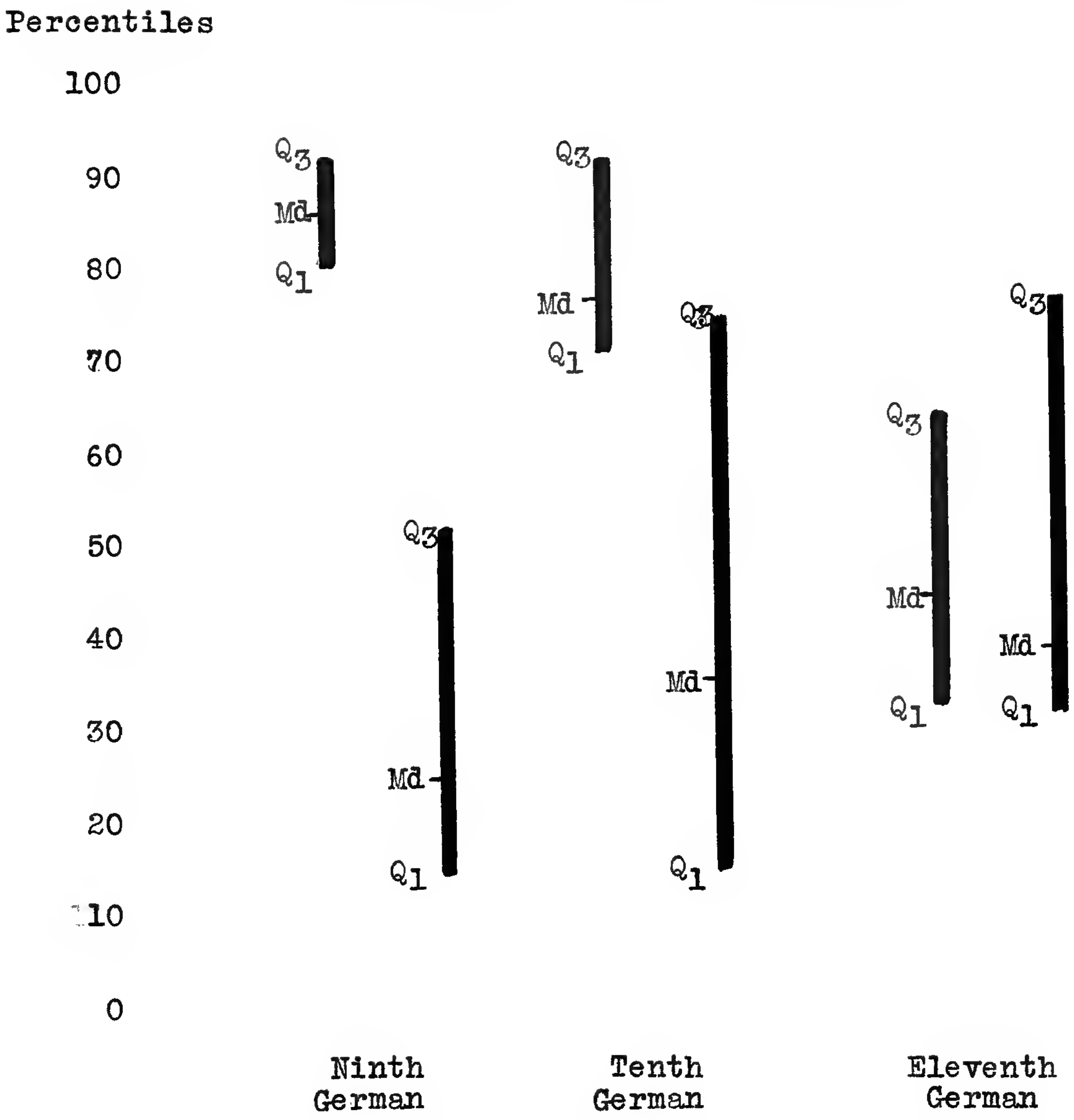
The Records Bureau brings out the interesting fact that Latin, like French, is more frequently begun in grade seven or eight in a private school than in grade 9, but in contrast to the indications of the French tests, the advantages gained in these lower grades seem to persist throughout the entire five or six years of study, and at the end of the eleventh or twelfth grades those private school pupils who began Latin in grade seven or eight are obtaining higher test averages than those who deferred the study of Latin until the ninth grade.

The median score of first year public school pupils is very close to that of ninth grade private school pupils who have studied only from September to April, but the private school students tend to forge ahead a little faster, particularly in grammar and beyond the first year their total score averages are in all cases higher than those of public school pupils.

Table XV

GERMAN

Achievement Versus Intelligence

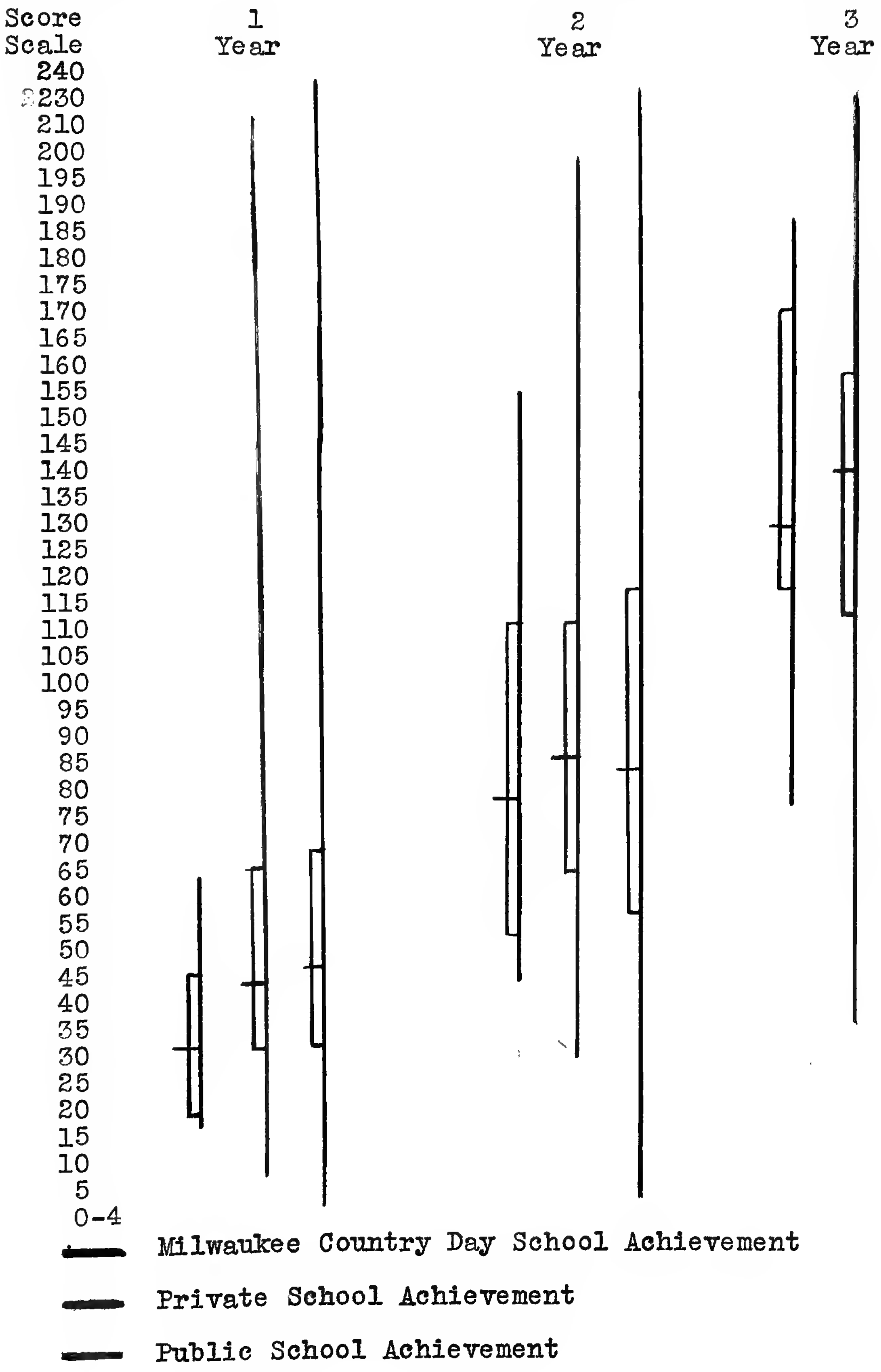


▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

▬ The black vertical bars at the left show the achievement of each class expressed in percentiles.

Table XVI
German
Cooperative Tests - Form 1933

Distributions of Scores of Public Schools, Private Schools and Milwaukee Country Day School Represented Graphically.



GERMAN

In studying the German classes at Milwaukee Country Day School the data do not indicate as reliable information as some of the other class subjects due to the small group in each German class.

Table XV would seem to indicate as bad a situation as previously described in Latin. The ninth German class is working 100 per cent below what it is capable of doing.

The tenth German class achievement although covering a large range fails to compare with the inate ability of the group.

In the eleventh German, the achievement has caught up with and slightly exceeded the intelligence within the class. The following table will better illustrate the condition. The scores in these tables have been transferred into percentile readings.

	9th German			10th German			11th German	
	I.Q.	Achievement		I.Q.	Achievement		I.Q.	Achievement
Q_3	91	51	Q_3	91	73	Q_3	63	78
Md	86	22	Md	77	36	Md	45	40
Q_1	82	12	Q_1	71	13	Q_1	32	32

From Table XVI it may be cited that the upper half of the ninth grade scores fall within the middle 50 per cent of the private and public school scores. The lower half of the ninth German pupils secured scores falling in the lowest 25 per cent of the private and public school scores. This brings out still farther the faulty situation in first year German, for

with 50 per cent of the class ranging between the 82nd and 89th percentiles in intelligence, the achievement scores should stand much higher than the average obtained by the other schools.

Tenth grade German on the whole achieves nearly the same average scores as the private and public school. This fact does not excuse the situation, for here again is a German class that should do better work than the average.

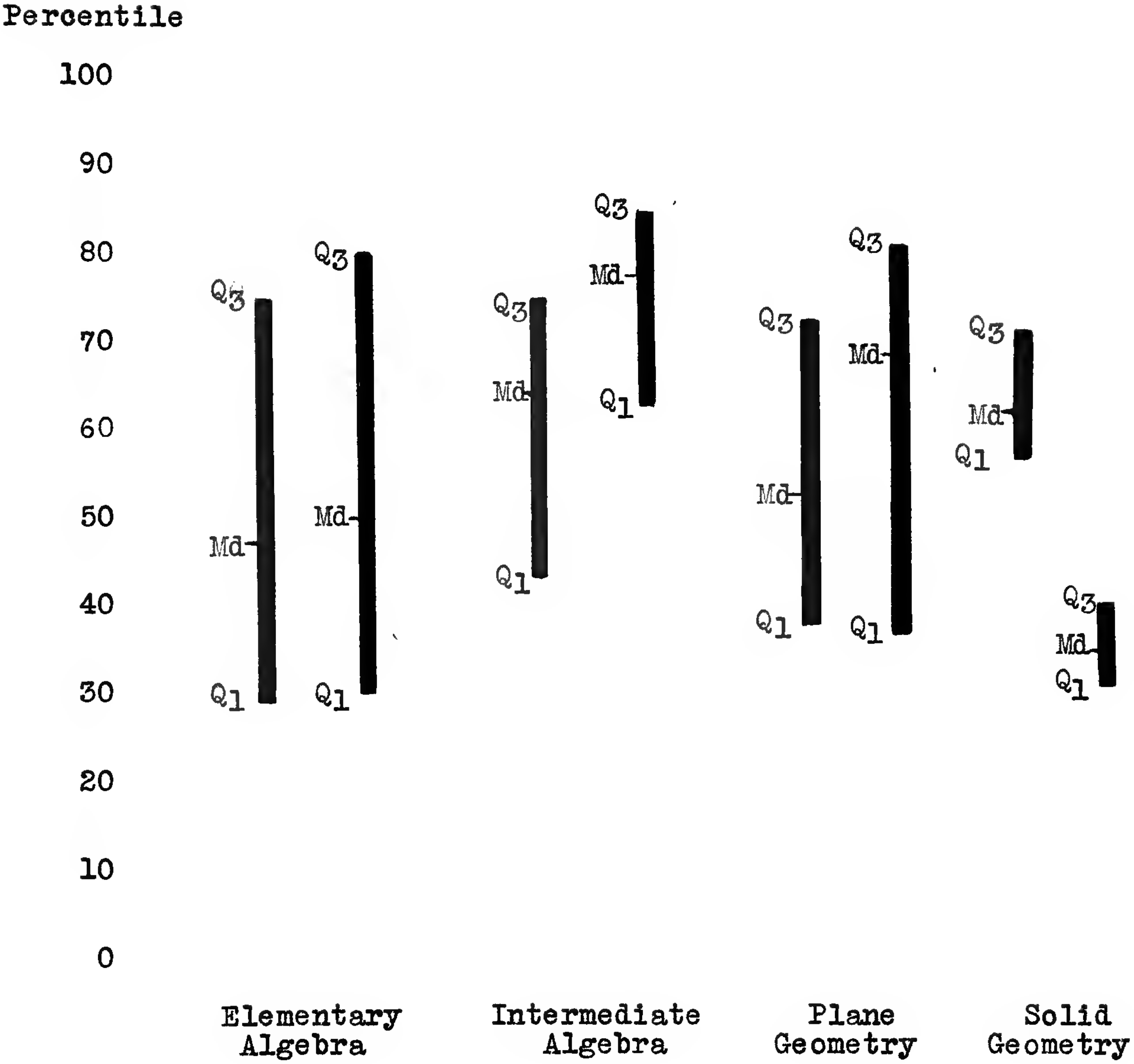
The eleventh grade German is doing just about all that can reasonably be expected and as a consequence its raw score distributions compare favorably with the public and private school scores.

The results of the Bureau's Cooperative Tests seem to indicate that the public school pupils studying German are relatively highly selected. This may account for the public school achievement in German comparing favorably with that of private schools, especially in first year German in which the public school median is a little higher.

Table XVII

MATHEMATICS

Achievement Versus Intelligence



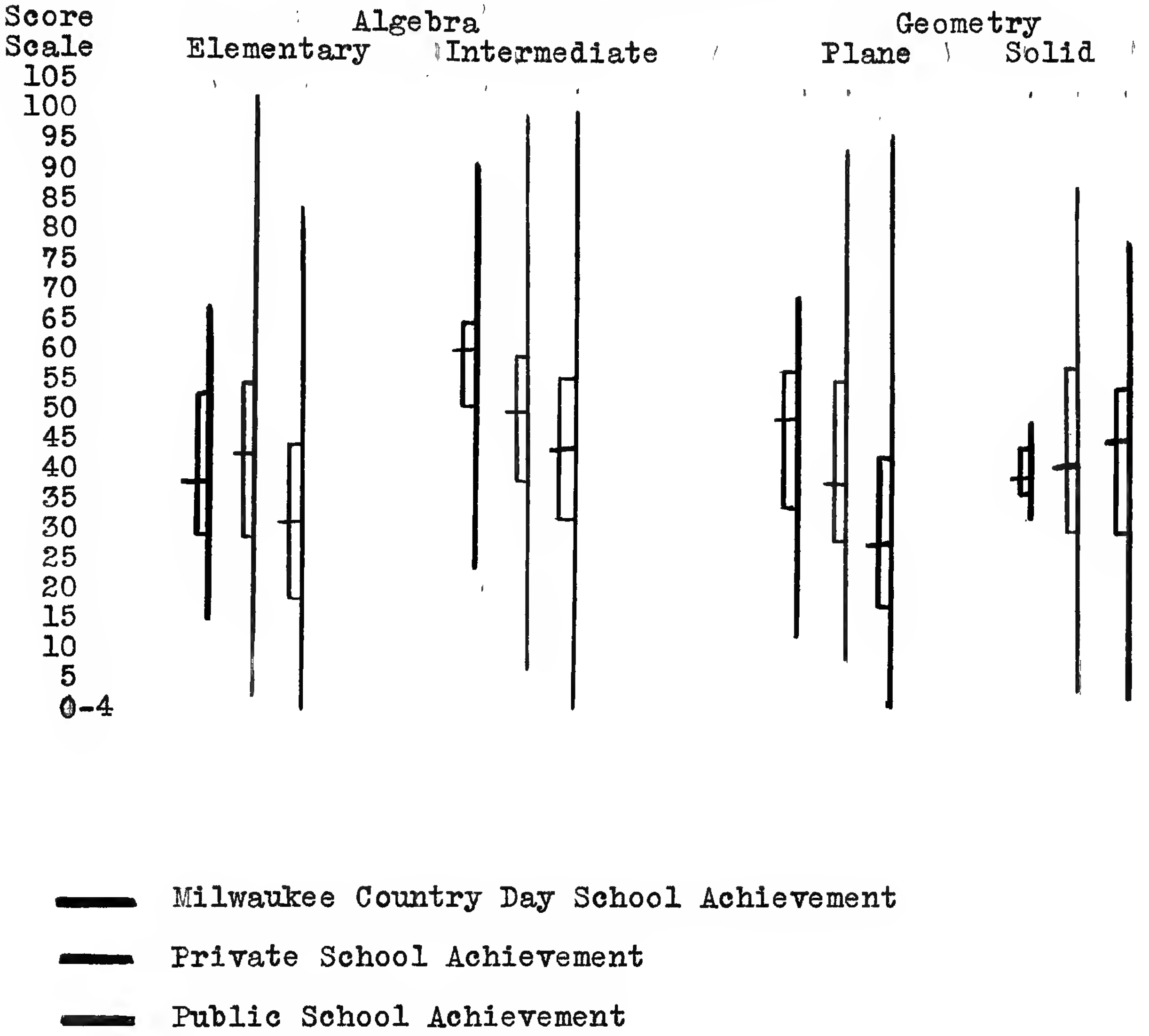
▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

▬ The black vertical bars at the left show the achievement of each class expressed in percentiles.

Table XVIII

Mathematics
Cooperative Tests - Form 1933

Distributions of Scores of Public Schools, Private Schools and Milwaukee Country Day School Represented Graphically.



MATHEMATICS

From the results of the tests, the Mathematics Department is one of the strongest at Milwaukee Country Day School. Especially is this true in light of the fact that in Elementary Algebra and Plane Geometry almost three-fourths of the private school pupils although tested a month earlier, have equalled or surpassed the public school averages.

In only one case did a class in Mathematics achieve less than it should for its intelligence. This was in Solid Geometry which is easily explained for the class had not yet taken up much of the work on the test due to the early date the test was given. Thefollowing table gives the quartile standings of achievement as against intelligence expressed in percentiles.

Elementary Algebra

	I.Q.	Achievement
Q_3	74	80
Md	48	50
Q_1	29	30

Plane Geometry

	I.Q.	Achievement
Q_3	71	80
Md	51	69
Q_1	38	38

Intermediate Algebra

	I.Q.	Achievement
Q_3	74	84
Md	65	79
Q_1	42	62

Solid Geometry

	I.Q.	Achievement
Q_3	71	40
Md	62	37
Q_1	58	35

As might be expected, the achievement raw score distributions in all classes, except Solid Geometry, are equal to or better than the average scores made by both the private and public schools. Without the information obtained in Table XVII, Table XVIII - Solid Geometry - might indicate a satisfactory condition, in that the score of every pupil in the class falls within the middle 50 per cent of the scores made by private and public school pupils, this in light of a better than average intelligence is not so.

The Elementary Algebra class with about average intelligence (Md. Percentile I.Q. = 48) has achieved scores which equal the average of the private school and exceed the average of public school.

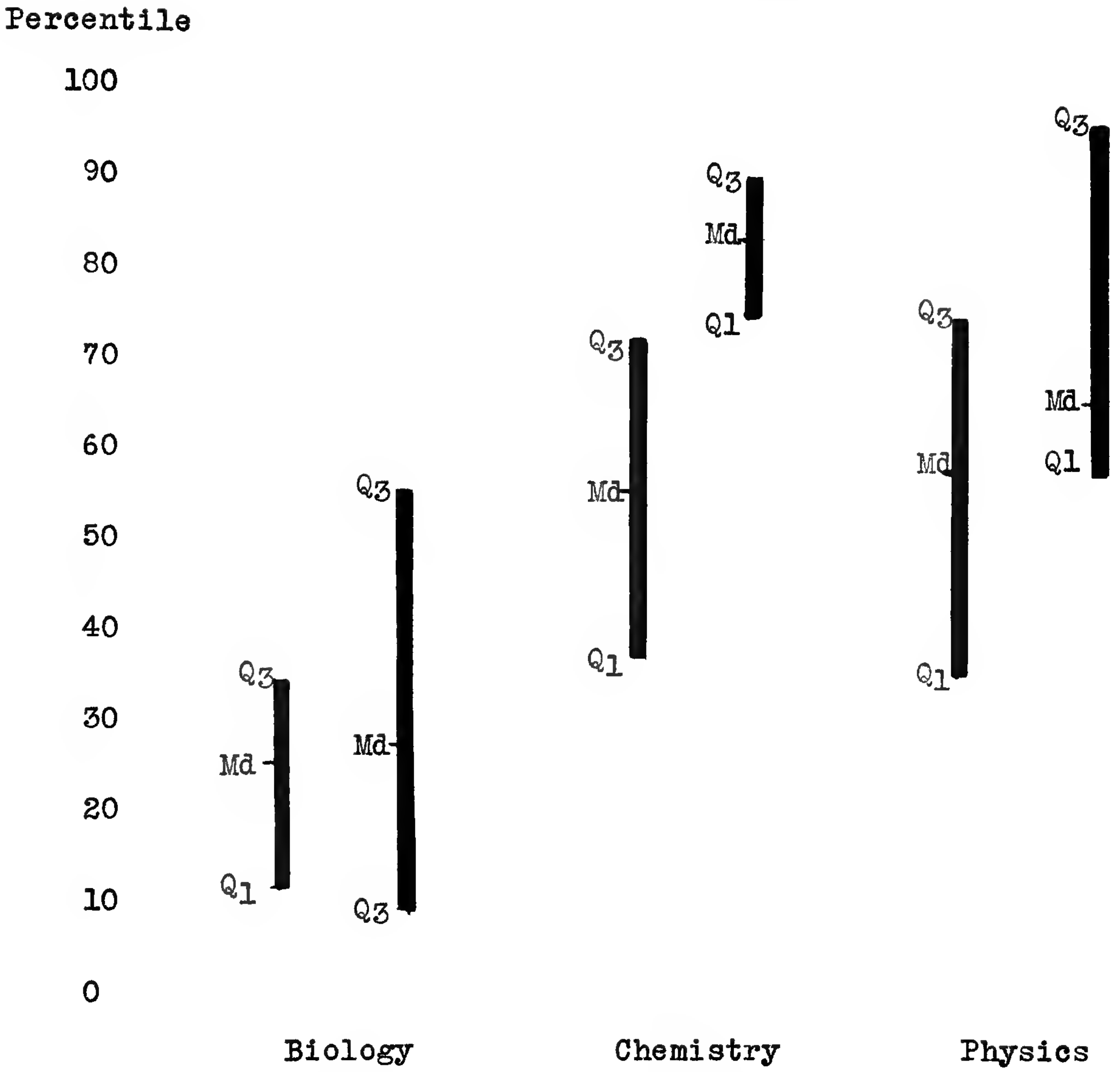
In the Plane Geometry class about 65 per cent of the pupils surpassed the median achievement score of private school and about 80 per cent surpassed the median score of the public school.

The Intermediate Algebra class showed the best results. In this class 75 per cent equalled or exceeded the median score of private school and better than 60 per cent exceeded the public school median score.

Table XIX

NATURAL SCIENCE

Achievement Versus Intelligence

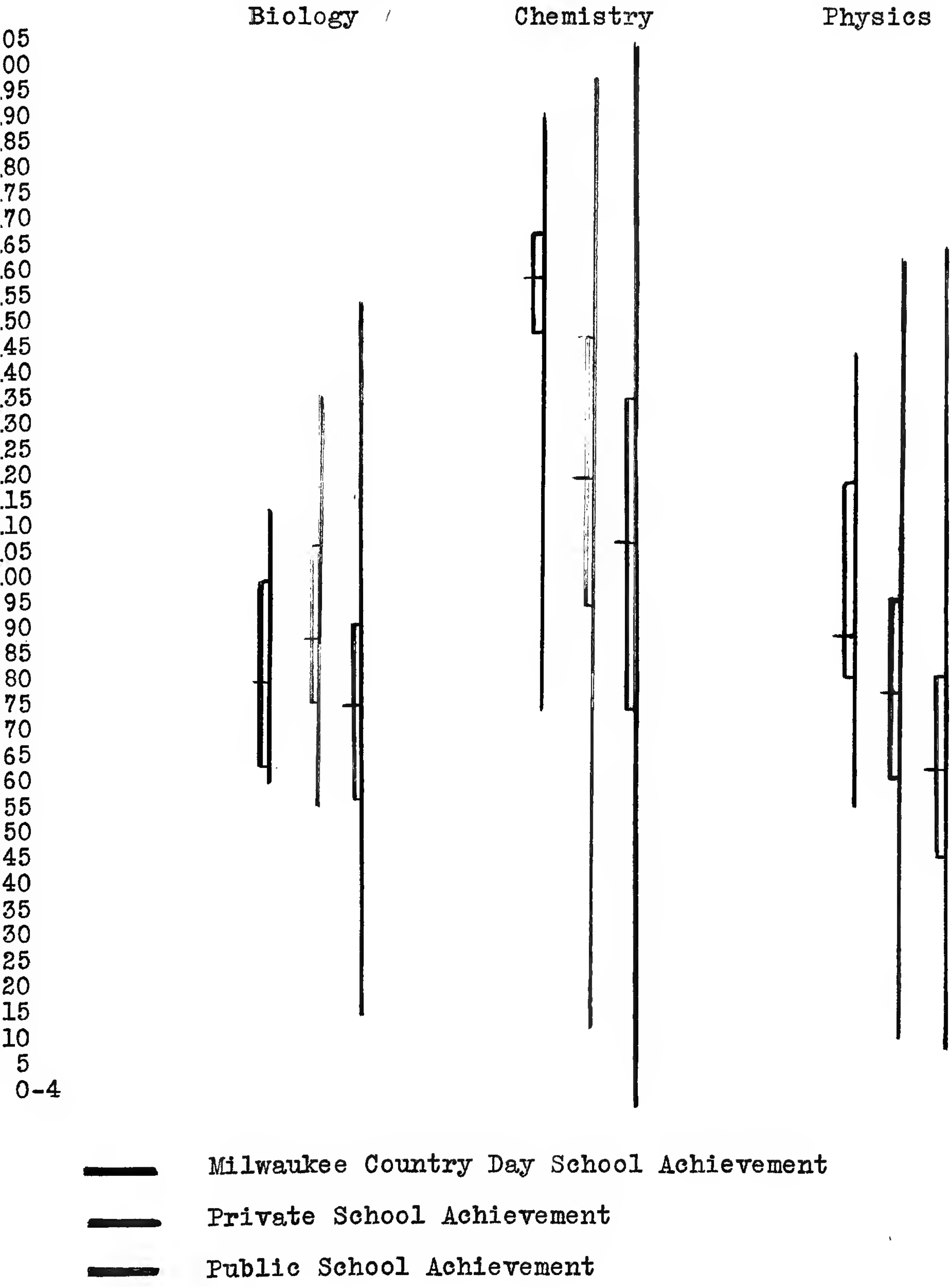


▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

▬ The black vertical bars at the left show the achievement of each class expressed in percentiles.

Table XX Natural Science

Distributions of Scores of Public Schools, Private Schools and ilwaukee Country Day School Represented Graphically.



NATURAL SCIENCE

The results gained from the testing program in the natural sciences reveal a particularly good situation in this department.

Each class is achieving more than its corresponding percentile intelligence rank. For example, the median achievement percentile is three per cent higher than intelligence median in Biology, six per cent higher in Physics, and twenty-seven per cent higher in Chemistry. The following table represents the achievement compared with the intelligence expressed in percentiles.

	Biology		Physics		Chemistry	
	I.Q.	Achievement	I.Q.	Achievement	I.Q.	Achievement
Q_3	35	55	74	93	71	89
Md	24	27	58	64	55	82
Q_1	12	10	35	56	38	73

Table XX indicates even a better achievement than would be expected from Table XIX. The Biology with a median intelligence percentile of 24 has just fallen short of equaling the scores of the private school and has surpassed the scores of the public school.

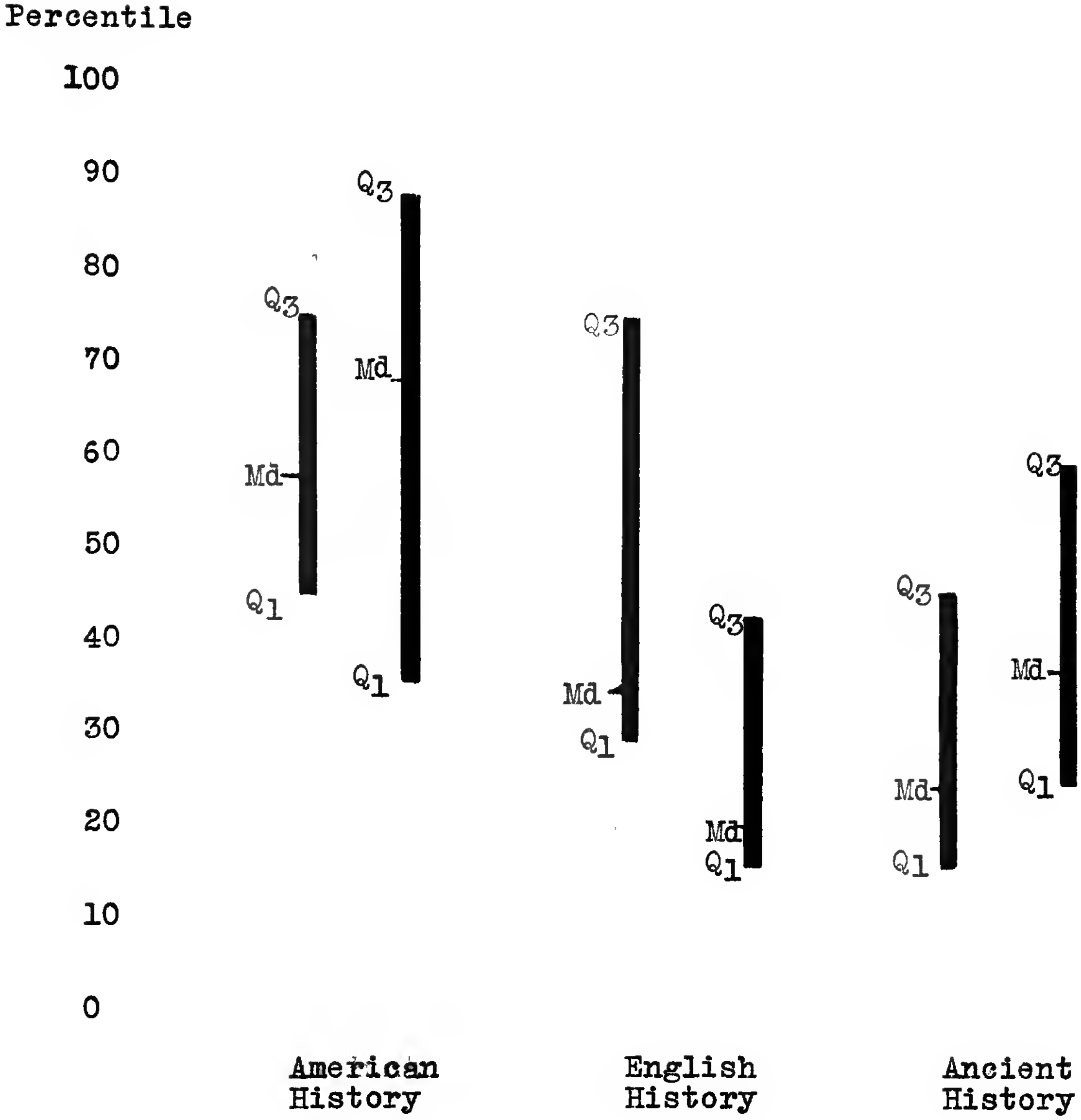
Seventy-five per cent of the Chemistry class has equalled or surpassed the third quartile score of the private school and far outdistanced the public school.

In Physics nearly 80 per cent have equalled or surpassed the private school median score. In comparison with public school seventy-five per cent have surpassed the third quartile of the public school.

Table XXI

SOCIAL SCIENCE

Achievement Versus Intelligence



▬ The red vertical bars represent the native ability or intelligence of the class expressed in percentiles.

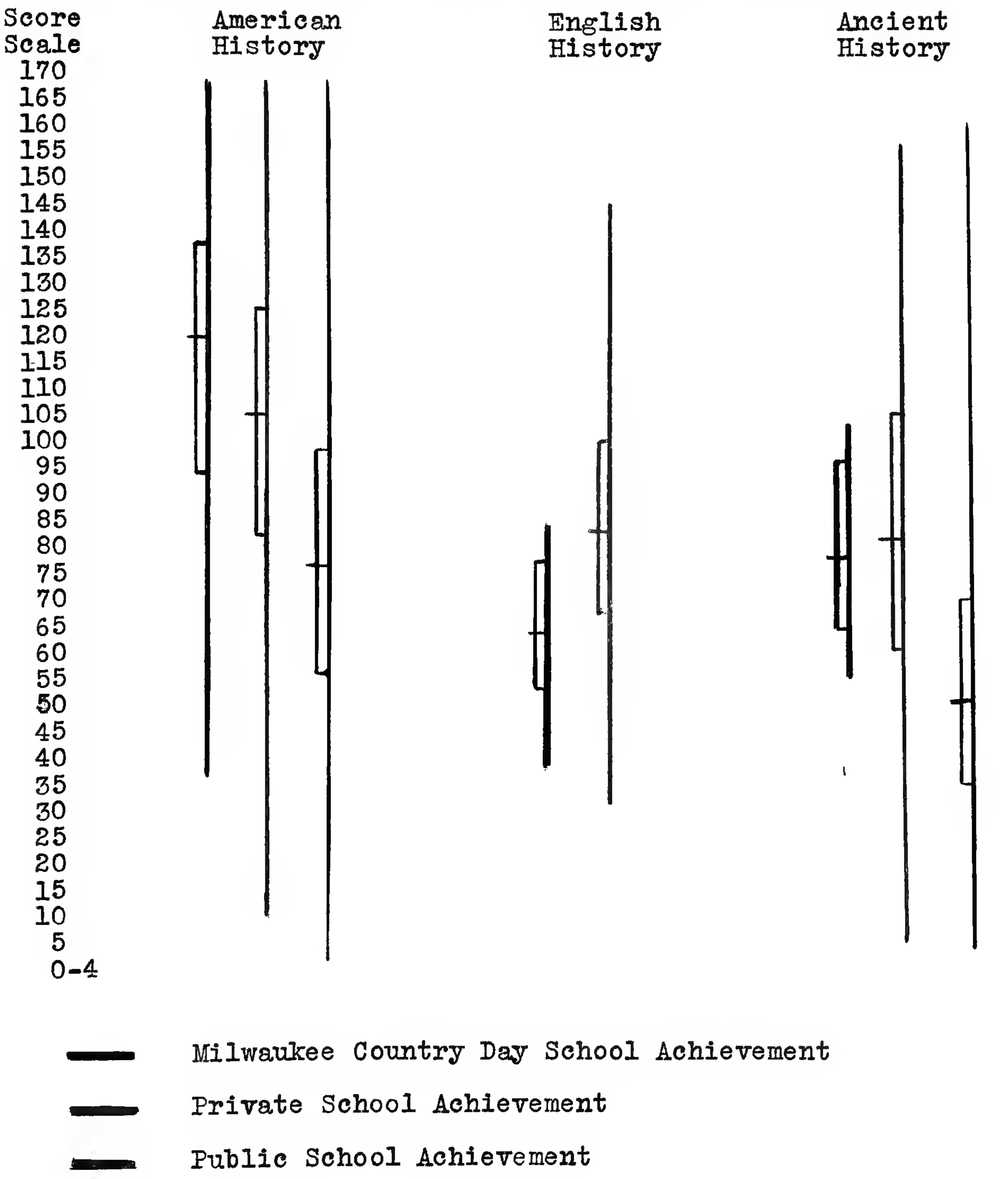
▬ The black vertical bars at the left show the achievement of the class expressed in percentiles.

Table XXII

Social Studies

Cooperative Tests - Form 1933

Distributions of Scores of Public Schools, Private Schools and Milwaukee Country Day School Represented Graphically.



SOCIAL SCIENCE

Milwaukee Country Day School can be well satisfied with the work being done in its History Department.

This is particularly so in light of the findings of the Educational Records Bureau, which states that there is a relatively low correlation between scores on academic aptitude tests and tests in History. Thus, it was rather unexpected to find such marked superiority in History achievement on the part of the private schools, but such is the case.

Table XXI shows the achievement of Ancient and American History to be well above the corresponding percentile intelligence of these classes. The poor showing of the English History class may be explained by the fact that this was the first year Mr. Simmons had offered this course. In addition, only three boys were enrolled which does not give a very good measure of the type of work presented.

The following comparison gives the quartile achievement ratings as against the intelligence rating expressed in percentiles.

	American History		English History		Ancient History	
	I.Q.	Achievement	I.Q.	Achievement	I.Q.	Achievement
Q_3	74	89	74	42	45	60
Md	58	68	32	18	22	37
Q_1	45	35	29	15	15	24

From Table XXII, the American History raw score distributions show that 65 per cent of the class had equalled or surpassed the median achievement score of private school and 70 per cent have surpassedthe public school median score.

Each member of the English History class received scores below the median score of the private school.

The scores obtained by the Ancient History class almost entirely fall within the middle 50 per cent of the private school scores and far outdistanced the public school pupils.

COMPARISON OF HIGH SCHOOL AND COLLEGE MARKS

The Milwaukee Country Day School has for one of its major objectives, the preparation of boys for any college in the United States. The school is proud of the fact that when a boy graduates he is fitted to do successful work in the college or university of his choice. To substantiate the above statement a study has been made of all existing records of the graduates who have gone to colleges making a practice of sending reports of our students' first year work.

The study will be presented in the form of a comparison between the high school average grade of each graduate with his average for his first year at college. Thus an indication can be obtained of the relative merit of the student's preparation at Country Day. It is assumed, that if the average student has a college average which is equal to or exceeds his average at Country Day, he has been adequately prepared for college. It is recognized by the author that there are many factors and possible errors that might enter into a comparison of this kind, for example:

1. In the transmission of letter grades to percentile grades in order to compare with grades given in Milwaukee Country Day School, error is bound to creep in-- in the sense you cannot say a college average derived from letter grades is exactly 83, 84 or 82, but we do know and can state rather definitely that a boy's college average is between 80 and 85 when compared with the Milwaukee Country Day School grading system. When the college authorities give the school the

average mark of the class we can be even more accurate because we know our average mark and can plot the deviations from these means. Notwithstanding the acknowledged errors in this plan of comparing marks, the same method is used to a considerable extent by college registrars in their efforts to compare incoming students' marks with their college standard.

2. Another important error is the variability of college standards. The Carnegie Report on Colleges in Pennsylvania showed that a boy who would be on the honor roll at one university would fail miserably at another. However, since most of our boys go to outstanding colleges whose work is fairly uniform, this source of error may not be so apparent.

3. A third source of error which might influence our results is the difference in passing grades. It has been pointed out time and time again in investigations on teachers' marks that they do not mark on an absolute scale. In other words, a school with a passing mark of 75 start their marking at 75. Another school with a passing grade of 70 starts its curve of grades at that point. For a basis of comparison a boy who is just passing at three schools of comparable standards would then get marks of 60, 70 or 75, depending upon the passing mark of the school. With few exceptions, the passing grade in most colleges or universities is between 60 or 70 with the majority setting it at 60.

To make this study as true a picture as possible of our graduates, the records of some 29 boys were studied. It is hoped that the errors previously discussed would be somewhat balanced with this number of cases, that is, factors

which might turn the results in one direction would be counterbalanced with factors which might turn the results in another direction.

In the records of the boys available, not one boy left college because of poor scholastic work during his first year. Sixty-eight per cent equalled or bettered their Country Day average. The average mark received by the Country Day graduates in his first year at college is 3.2 points more than his Country Day average. It is pretty definite that the boy leaving this school has more than a fifty-fifty chance of doing even better work in college than he did at Country Day. If the boy graduates from our school it is almost a sure thing he will do well in college.

On the basis of these results, what implications can be drawn? The fact that the graduates from Country Day obtained college grades which average 3.2 points more than their high school grades forces us to conclude that all the boys leaving the school are either of extremely superior ability and have been loafing at Country Day, or are boys who have been adequately prepared for college in all respects and when meeting competition with other boys are able to improve their ranking. The results show that the school is not sending to college boys of superior ability who rest on their oars and coast through college, but we find them upon the honor roll, or within the first ten of their class. On the other hand, boys of very poor ability when considered in the

light of college standards are making good in college with their first year marks equal to or better than their marks at Country Day. It is acknowledged that the marks of this group get steadily lower as they reach higher levels.

The conclusion seems to point out that in addition to a sound academic foundation our boys carry away a knowledge of hard work and the feeling of individual reliance. They are ready and confident of their ability to meet the problems of their college careers.

TABLE XXIII

NAME	COLLEGE	COLLEGE AVERAGE	COUNTRY DAY AVERAGE
1. Morison, J.	Harvard	81	72
2. Echols, E.	Yale	79	75
3. Marin, A.	Chicago	86	87.4
4. Foerster, F. (Rank 38 in class of 84)	Haverford	75	78
5. Geilfuss, J. (Stood 8th in first 10 of class)	Williams	87	89
6. Falk, R. (Mentioned in President's report)	Williams	85	78
7. Falk, H.	Cornell	73	76
8. Toepfer, P.	Cornell	68	78
9. Koehler, W.	Lawrence	83	76
10. Lindsay, D.	U.S.N.Acad.	(Stood 143 in class of 319)	
11. Woodhull, M.	Purdue	81	68
12. Capron, B.	Wisconsin	79	67
13. Fitzgerald, W.	Wisconsin	75	64
14. Stoddard, J.	Bowdoin	77	74
15. Walker, F.	Lehigh	76	72

16. Moe, K.	Yale	72	79
17. Schroeder, W.	Yale	66	70
18. Cobb, R.	Yale	70	70
19. Koehler, J.	Yale	79	76
20. Scott, F.	Yale	65	85
21. Wolcott, E.	Wisconsin	68	65
22. Klode, F.	Wisconsin	79	63
23. Stoddard, C.	Wisconsin	79	63
24. Falk, R. S.	Wisconsin	83	78
25. Hallfrisch, C.	Wisconsin	79	68
26. Leidersdorf, C.	Wisconsin	77	67
27. Auten, R.	Wisconsin	76	68
28. Koehler, W.	Wisconsin	83	76
29. Warner, W.	Princeton	85	88

PART VI.

SCHOOL PLANT

CURRICULAR SIGNIFICANCE OF BUILDINGS

In light of the complex offering of a modern school, the physical efficiency of the school plant is a major factor in determining the type of educational service which will be rendered in a given school. To no small degree, therefore, the aims of the curriculum, and the extent to which these aims are realized, are dependent upon the physical characteristics of the school plant. The educational significance of this matter may be expressed in two ways: (1) the general plan of the building to meet the curricular needs of modern education; and, (2) the present condition of the physical plant itself. The best method of evaluating a school building is by means of a score card which gives relative degrees of weight to the essential features of the building.

Description and Evaluation of the Senior School Plant:

One of the most commonly used devices in evaluating a high school is the Strayer-Englehardt Score Card for high school buildings. This score card is divided into seven main headings as follows:

1. Site
2. Building
3. Service Systems
4. Classrooms or Recitation Rooms
5. Special Classrooms
6. General Service Rooms
7. Administrative Rooms.

The building being scored is evaluated on the basis of each item included in the score card in items of established standards.

SCORE CARD
FOR HIGH SCHOOL BUILDINGS

BY

GEORGE D. STRAYER

AND

N. L. ENGELHARDT

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Published by
Bureau of Publications, Teachers College, Columbia University
New York City

Name of School MILWAUKEE COUNTRY DAY Date June 1, 1934

City Milwaukee State Wis. Scorer H.C.Buley

Instructions for Using Card—(1) Basis for scoring, 1000 points. (2) For scoring, three columns are allowed. While actually at work on a building only the first need be filled out, the second and third to be filled out at leisure. (3) Where credit is allowed for any single item not present and not needed in a building, draw a circle around such credit. All scores should be recorded on the basis of the standards outlined in the bulletin: "Standards for High School Buildings" by G. D. Strayer and N. L. Engelhardt. Published by Bureau of Publications, Teachers College, Columbia University, New York City

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SL4.31

Strayer-Engelhardt Score Card for High School Buildings

	1		2		3	
I. SITE					100	95
A. Location			30			
1. Accessibility	15	12				
2. Environment	15	15				
B. Nature and Condition			20	18		
1. Drainage and soil	12	12				
2. Upkeep of site	8	6				
C. Size and Form	50		50	50		
II. BUILDING					155	
A. Placement			10	8		
1. Orientation	5	4				
2. Position on site	5	4				
B. Gross Structure			75	49		
1. Type	5	2				
2. Material	15	10				
3. Height	2	2				
4. Roof	5	3				
5. Foundation	10	6				
6. Walls	10	6				
7. Entrances	3	2				
8. Utilization	10	8				
9. Aesthetic balance	5	3				
10. Condition	10	7				
C. Internal Structure			70	38		
1. Stairways	25	18				
2. Corridors	20	10				
3. Color scheme	5	2				
4. Basement	15	6				
5. Attic	5	2				
III. SERVICE SYSTEMS					270	133
A. Heating and Ventilating			50	20		
1. Kind	10	5				
2. Installation	10	4				
3. Air supply	5	1				
4. Fans and motors	5	0				
5. Distribution	10	5				
6. Temperature control	5	5				
7. Special provisions	5	0				
B. Fire Protection System			55	23		
1. Apparatus	3	1				
2. Fireproofness	35	15				
3. Fire exits	10	5				
4. Electric wiring	2	2				
5. Fire doors and partitions	3	0				
6. Exit lights and signs	2	0				
C. Cleaning System			15	6		
1. Kind	5	2				
2. Installation	3	1				
3. Efficiency	7	3				
D. Artificial Lighting System			25	15		
1. Gas and electricity	5	4				
2. Outlets and adjustment	8	2				
3. Methods and fixtures	7	5				
4. Maintenance	5	4				
E. Electric Service System			12	3		
1. Clocks	3	2				
2. Telephones	2	1				
3. Fire alarm system	4	0				
4. Call system	2	0				
5. Departmental electric service	1	0				
F. Water Supply System			30	27		
1. Drinking	5	2				
2. Washing	10	10				
3. Bathing	10	10				
4. Hot and cold water provisions	5	5				
G. Toilet System			40	23		
1. Distribution	10	5				
2. Fixtures	8	4				
3. Adequacy and arrangement	7	4				
4. Seclusion	5	4				
5. Sanitation	10	6				
H. Mechanical Service System	5	0	5	0		
I. Locker Service			20	6		
1. Home lockers	10	0				
2. Gymnasium lockers	10	6				
J. Laundry Service	3	2	3	2		
K. Storage Service			15	8		
1. Bicycles	1	1				
2. Automobiles	1	1				
3. Book storage	2	1				
3. Custodian's work shop	2	1				
5. Janitor's store rooms	3	1				
6. Gymnasium storage	1	1				
7. School supply storage	2	1				
8. Receiving and shipping office	1	0				
9. Fuel storage	2	1				
IV. CLASSROOMS OR RECITATION ROOMS					145	71
A. Location and Connection	20	10	20	10		
B. Construction and Finish			65	33		
1. Size	10	4				
2. Number and utilization	15	8				
3. Shape	10	5				
4. Floors	5	4				
5. Walls and ceilings	5	4				
6. Doors	3	2				
7. Closets and built-in bookcases	5	0				
8. Blackboards	5	3				
9. Bulletin boards	2	1				
10. Color scheme	5	3				
C. Illumination			40	21		
1. Glass area	22	12				
2. Windows	15	8				
3. Shades	3	1				
D. Equipment			20	7		
1. Seats and desks	10	4				
2. Teacher's desk	2	1				
3. Other equipment	8	2				
V. SPECIAL CLASSROOMS					140	
A. Science Laboratories			36			
1. General science laboratory	7	0				
2. Biology laboratory	7	0				
3. Botany laboratory	3	0				
4. Physics laboratory	7	1				
5. Chemistry laboratory	7	2				
6. Other laboratories	5	0				
B. Household Arts Laboratory			35	0		
1. Foods and cookery laboratory	5	0				
2. Housekeeping apartment	5	0				

	1		2		3	
3. Clothing laboratory	5	0				
4. Dressmaking laboratory	5	0				
5. Homecraft laboratory	5	0				
6. Millinery room	5	0				
7. Other laboratories	5	0				
C. Industrial Arts Shops			36	0		
1. Woodworking shop	7	0				
2. Print shop	6	0				
3. Machine shop	6	0				
4. Auto repair shop	7	0				
5. Other shops	10	0				
D. Commercial Classrooms			15	0		
1. Bookkeeping room	5	0				
2. Stenography room	2	0				
3. Typewriting room	2	0				
4. Commercial laboratory	3	0				
5. Other commercial rooms	3	0				
E. Drawing and Art Classrooms			10	0		
1. Freehand drawing	3	0				
2. Mechanical drawing	3	0				
3. Arts and crafts	2	0				
4. Other art rooms	2	0				
F. Music Rooms			8	1		
1. Chorus room	6	1				
2. Practice rooms	2	0				
VI. GENERAL SERVICE ROOMS					140	39
A. Auditorium			45	1		
1. Assembly room	25	0				
2. Stage	8	0				
3. Stage dressing rooms	3	0				
4. Property room	2	0				
5. Visualization equipment	2	1				
6. Other auxiliaries	5	0				
B. Cafeteria			20	13		
1. Lunch room	10	8				
2. Faculty lunch room	2	0				
3. Kitchen	5	3				
4. Dish-washing pantry	1	1				
5. Auxiliary rooms	2	1				

	1		2		3	
C. Gymnasium Facilities			30	20		
1. Gymnasium room	20	18				
2. Spectators' gallery	3	1				
3. Offices	1	0				
4. Examination room	1	0				
5. Other auxiliary rooms	1	0				
6. Dressing facilities	4	1				
D. Swimming Pool	10		10	0		
E. Library			20	1		
1. Library reading room	15	1				
2. Librarian's workroom	2	0				
3. Library classroom	2	0				
4. Library stack room	1	0				
F. Study Halls	15	5	15	5		
VII. ADMINISTRATION ROOMS					50	6
A. Administrative Offices			17	3		
1. Principal's private office	4	1				
2. Assistant principal's office	2	0				
3. General office workroom	5	2				
4. Reception and waiting room	1	0				
5. Supply room	1	1				
6. Vault	1	0				
7. Other administrative offices	3	0				
B. Teachers' Rooms			10	0		
1. Women's rest room	3	0				
2. Men's retiring rooms	2	0				
3. Teacher preparation rooms	5	0				
C. Health Service Rooms			15	0		
1. Waiting room	1	0				
2. Nurse's room	3	0				
3. Medical clinic	5	0				
4. Dressing rooms	1	0				
5. Dental clinic	3	0				
6. Other health service rooms	2	0				
D. Student Activity Rooms	2	1	2	1		
E. Custodial Service Rooms			6	2		
1. Custodian's office	2	0				
2. Engineer's room	2	1				
3. Male janitors	1	0				
4. Female help	1	1				
Totals	1000		1000		1000	

Conclusions Derived from Score Card

I. Site-

The site of the Senior School is a splendid one, located as it is seven miles out from Milwaukee, covering a total of approximately twenty-six acres, close to a bus line and a major trunk highway, but at the same time removed from it, near the shores of Lake Michigan, and in an exceedingly attractive position. The bus service maintained by the school eliminates an objection to the distance of the school from the homes of the children, while the dormitory provides an excellent home for the boarding students.

II. Building-

The building itself is not satisfactory for the demands of a modern school. The placement of the building on the site is fairly satisfactory, although with careful planning a great deal more symmetrical effect might have been created. The building faces east, thus providing for good lighting facilities in some of the classrooms.

The gross structure of the building is fair. It is between a B and a C type, in terms of the specifications of the National Board of Fire Underwriters, most of the material being of fire resisting nature. The height of the building is satisfactory, and the roof, foundation, and walls are good. The main entrance at the front of the building is fairly satisfactory. The utilization of floor space is extremely poor, but any improvement is practically impossible in the

light of the location of classrooms and general layout of the building.

The second gymnasium or field house is separated from the main building and yet has not locker or shower facilities, nor is it connected by a tunnel. Thus there is produced a health hazzard in basketball season.

III. Service Systems -

The heating system may be described as fairly satisfactory. It is of the direct-gravity type without fans or motors.

Although there are five possible exits for the pupils, there are no exit lights or signs.

The ventilation of the building is only fair.

No cleaning system is employed other than broom, mop and brush. Although the building is kept in fairly good shape there is too much dust throughout.

The artificial lighting system meets the minimum standard, but the electric service system is extremely unsatisfactory. There is no call system for the janitors, no means of communication between the central office and the faculty. There is only a buzzer system between the kitchen and central office.

The gymnasium lockers are satisfactory, but home lockers are practically lacking.

The storage facilities are poor, both as to adequacy and convenience, as evidenced by the location of the potato bin, which is entirely too far removed from the kitchen. Facilities for fuel storage should be larger.

The source of water supply is excellent. Provisions for washing and bathing are splendid.

The toilets are adequate and fairly well placed. However, their proximity to the dining room is undesirable, and there is not enough sunlight present.

IV. Classrooms -

The classrooms are unsatisfactory. In the first place, they are small and the location and connection is poor. There are too many seats in the classrooms for the proper use of the blackboard. There are no closets or built-in bookcases. Teachers' desks are poor. Bulletin boards are present in most of the rooms.

As can be seen by the following table, the natural illumination of practically all of the rooms is sufficient, and in some cases there is almost too much light.

TABLE XXIV

Showing Light Conditions in the Milwaukee Country Day Senior School.

	Foot-Candles (Lumens per square foot)		
	Minimum	Ordinary Practice	Milwaukee Country Day Senior School
Storage Spaces	.25	.5-1.0	.5
Stairways, corridors	.5	1.0-2.5	1.5
Gymnasiums	1.0	2.0-5.0	5.0
Auditoriums, assembly	.5	2.5-4.0	7.0
Classrooms*	3.0	3.5-6.0	6.5
Dining rooms	3.0	3.5-6.0	12.0

*In the classrooms the range was from 3.0 to 30 foot-candles under the same conditions.

In some classrooms the light comes from the wrong direction, and in one classroom the light comes from three sides. The shades are too dark.

V. Special Classrooms -

At the present time, the special classrooms should play an important part in the life of the modern secondary school student. No program of secondary education can be considered adequate if it almost totally neglects such activities as science, music, fine arts, industrial arts, student activities, etc. There are no fine arts or industrial arts facilities whatsoever. The laboratory facilities for Chemistry and Physics are far from adequate for the large classes in science. The school has a band but is lacking in a regular band room.

VI. General Service Rooms -

The only provision for an auditorium is an improvised combination assembly-study hall. There is no stage, no dressing room, or property room. However, there are fine facilities for dramatics at the new Junior School where the Senior School puts on its productions.

The dining room is pleasant and satisfactory. The kitchen is not well arranged and does not have the proper storage space.

There are two splendid gymnasium rooms. However, there are no examination and auxiliary rooms provided in connection with these. Physical examinations are performed in classrooms next to the gymnasium. The new gymnasium is

totally lacking in shower, dressing room or toilet facilities.

The library which is poorly placed is not open more than an hour or two a day. There is no workroom connected with it, nor has it anywhere near the proper number of books needed for a modern secondary school.

VII. Administrative Rooms -

The administrative rooms are entirely inadequate. As a matter of fact, there is nothing save the Headmaster's private office, and a general workroom and waiting room combined. The Headmaster's room is a small part that was portioned from the main office and is far from satisfactory for either business or confidential talks. The outer office is poorly lighted, and much too crowded for either efficient or pleasant work. There is no vault and it has only a small sized writing supply room. Likewise, the business manager is greatly handicapped by having no office space for conferences, dictation and general work. There is no teachers' room, no health service room, and the student activity room leaves much to be desired.

The building as it now exists is unsuited to the type of educational service which the school proposes to tender. One is inclined to protest the over-emphasis on the athletic program when the equipment is contrasted with that of any classroom in the building. The masters should have adequate space for books and materials, and also a pleasant, convenient workroom.